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—Harold M. Lambert

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October, 1941
Volume XXVII Number 7

M. S. T. A.

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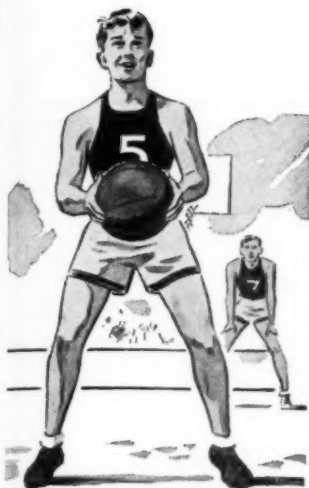
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SCHOOL AND COMMUNITY

OFFICIAL ORGAN OF THE MISSOURI STATE TEACHERS ASSOCIATION

THOS. J. WALKER
Editor and Manager

INKS FRANKLIN
Associate Editor

Contents

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Send All Contributions to the Editor

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Emigration of Boone—Picture Study.....	277
Editorial—We, the People.....	279
Some Headliners for State Convention.....	282
So You're the New Teacher!.....	283
Missouri State Council on Interscholastic Contests Organized	285
Important Events	285
There Ought to be a Law.....	286
American Education Week	287
Visual Education in the County Educational Program	288
Guidance Practices Used in the Aurora Public Schools	291
Problems Confronting Science Teachers.....	294
Black Out—A Poem	295
Secretary's Page	296
Visual Education in St. Louis.....	298
Proposed Amendments to M.S.T.A. Constitution and By-Laws	300
Informal Discussion of Proposed Changes in Constitution of M.S.T.A.	303
Received E. M. Carter Memorial Award.....	304
Educational Planning in Missouri	305
District Teachers Association Programs	
Central Missouri Teachers Association, Warrensburg	310
Northwest Missouri Teachers Association, Maryville	311
Northeast Missouri Teachers Association, Kirksville	312
South Central Missouri Teachers Association, Rolla	313
Southeast Missouri Teachers Association, Cape Girardeau	314
Southwest Missouri Teachers Association, Springfield	315
Items of Interest	317
Index to Advertisers	320
Directory of M.S.T.A.	Third Cover

EDUCATIONAL PRESS ASSOCIATION
OF AMERICA

EMIGRATION OF BOONE

by
Bingham



THIS PICTURE is of especial significance to the people of Missouri for, although it represents the trek of Boone and his party across the Appalachians far to the Eastward; it was the beginning of a movement which, even within Boone's lifetime, brought the civilization of the English-American pioneers to our western border.

George Caleb Bingham, who followed in Boone's course a generation later, is another Missourian of historic interest. Bingham's family followed a long trail outlined by Boone, from a Virginia plantation to the banks of the Missouri River. It is easily understood, therefore, that one of Bingham's earliest paintings is this "Emigration of Boone," first reproduced in Paris, nearly one hundred years ago. The original canvas now belongs to Washington University, St. Louis, Missouri and the Artext reproduction was made directly from this original by color photography, with the permission and approval of the owner. It is a picture every Missourian should be proud to own.

Orders for this material and all other supplementary material for carrying out the work of the Courses of Study should be sent to

Missouri State Teachers Association
Everett Keith, Secretary
Columbia, Missouri

Send for our P. R. C. order blank.

VOCATIONAL EDUCATION CONVENTION

When American Vocational Association members visit Boston on December 10 to 13, 1941, for their annual convention, they will have the opportunity of seeing trade schools on a 24-hour schedule in the heart of industrial New England.

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EDITORIALS



WE, THE PEOPLE

LET US CHECK the purposes of our schools by the standards set up by our fundamental law, the Constitution of the United States. True, these purposes were not set up specifically for the schools. But we venture to assert that schools must play a most important part in keeping them alive and in causing them to promote and develop a strong democratic community. Surely teachers should consciously, conscientiously and earnestly accept responsibility for their establishment in the fiber of the character in all children, to the end that these ideals be not forgotten but become dynamic in the stream of new life which is constantly being poured from the schools into the work-a-day life of the nation.

Purpose One.

To Form a More Perfect Union

We have been inclined too much to look back at our Constitution as something completed a century and a half ago and to dismiss this "perfect union" as a phrase dealing with the states. But Union, even then found its roots in the thoughts and character of the people, and the phrase 'we the people' indicates that the framers of the preamble had good reason to use these words rather than 'we the States.'

It does not require an astute analyst to know that the formation of a more perfect union is a process that requires continuous attention, or to know that it is a vital need today. Teachers have a peculiar responsibility here: first by setting up and maintaining to the highest degree possible those conditions which make for mutual confidence, sympathy and understanding among pupils and faculty, and with reference to schools, among community leaders and the whole people.

Purpose Two.

To Establish Justice

Justice like charity should begin at home. To criticize courts, to rail at legislators, to decry commercial unfairness is an American trait not without virtue, but to insist on the establishing of justice in our everyday affairs, our little school problems, our own relations to the child, and the child's relations to others is even better. For

from these smaller relations grow the larger ones which express themselves in courts, and laws, general customs and attitudes. From injustice in high places we have little to fear, if men in their personal lives have grown to love and comprehend justice.

Purpose Three.

To Insure Domestic Tranquillity

Tranquillity or peace is a result. A by-product of righteousness. When justice is established, peace comes. The way of right is pleasantness and all her paths are peace. When disturbances occur an examination of the foundations of justice usually discovers their cause. Hasty punishment of offenders may serve to aggravate the disturbance. How frequently disquieting attitudes develop because of fancied or real injustices. To get the offenders point of view makes for mutual understanding and tranquillity.

Purpose Four.

To Provide for the Common Defense

Here the foregoing three purposes are basic. Lack of common ideals, common purposes and common standards of justice dissipate our strength and make adequate defense difficult. Common defense presupposes a common cause. Right now that common cause must be the perpetuation of democracy. Our best defense is to know that democracy is worth defending, know what it is, what it is capable of becoming, and thus to love it so that we shall spontaneously defend it as we would our sister or our mother with our physical resources and our lives should that be necessary.

Purpose Five.

To Promote the General Welfare

The founding fathers must have had reason to know how dangerous to all is the selfish greed of individuals who, inconsiderate of the general welfare, look upon the world as belonging to the man that can grab it, and who have an utter disregard for the basic truths upon which democracy must rest. There are those who wish liberty only that they may destroy it, who call on justice to protect injustices and who provide for the common defense only at the expense of the general welfare.

Democracy must always put major emphasis on the brotherhood of man, his individual worth, the common good and the general welfare in its deepest and broadest sense.

Purpose Six.

To Secure the Blessings of Liberty to Ourselves and Our Posterity

"To secure" I like to think of as meaning to fasten what liberty we have and to get other desirable liberties we have not yet attained. Perhaps "the blessings of liberty" needs rethinking more than any of the other national ideals. Personal liberty implies personal loyalties and individual obligations on the part of intelligent and patriotic citizens. Liberty as noted in this connection is not for myself and my posterity. Its possession must be plural. "Ourselves and our posterity." My liberty shall not be such as will impinge upon or restrict yours. My freedom stops before it interferes with yours. Woodrow Wilson's analogy is an apt one: a person is, in certain situations, like a part of a machine. By itself it has no freedom. Liberty comes to it only when it is properly related to other parts of the machine. A disconnected piston has no power, no liberty.

I would post conspicuously in my schoolroom, so that all might see, the following:

We the People of the United States, and Each of Us, purpose to
Form a More Perfect Union
Establish Justice
Insure Domestic Tranquillity
Provide for the Common Defense
Promote the General Welfare
and
Secure the Blessings of Liberty
to Ourselves and Our Posterity.

These are the foundational aims of democracy. Therefore it is a primary obligation of schools in a democracy to give them the sanctions of intelligence, the impulsion of emotion, and the stability of habit.



"THE EDUCATION OF FREE MEN IN AMERICAN DEMOCRACY"

No teacher has done his full duty until he has read and caused at least one influential layman to read the recent book with the above title. It is published by the National Education Association and written by Dr. Geo. S. Counts under the authority of the Educational Policies and Plans Commission.

The times demand that serious attention be given to the ideas so clearly expressed in this little volume. Its contents should be mastered by some and considered by all. Community Associations can find no more significant work than its thorough study and discussion in their own groups, and its promulgation among all other groups interested in the common good.

The publication may be secured at 50c the copy from N. E. A. Headquarters, 1201 Sixteenth Street, N. W., Washington, D. C.

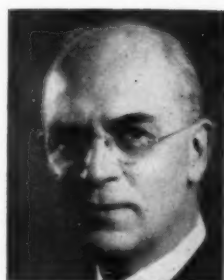
Some Headliners for State Convention, St. Louis, December 3-6, 1941

"WE LOOK TO THE FUTURE" is the theme selected for the annual meeting by President R. M. Inbody.



Forrest C. Donnell
First General Session

On Thursday the Honorable Forrest C. Donnell, Governor of Missouri and the Honorable Lloyd W. King, State Superintendent of Schools, will address the first general session. Thursday evening "Missouriana," a dramatic portrayal of Missouri music will be presented by a cast of several thousand boys and girls of the St. Louis public high schools. The entire production will be compiled and directed by Ernest Hares, supervisor of instrumental music, St. Louis public schools. This program promises to be the high light of the convention.



Thomas H. Briggs
Division Program



Lloyd W. King
First General Session

Appearing on the third general session Friday evening will be President Clarence A. Dykstra, Wisconsin University and a noted news commentator now being secured.

Judge Florence Allen, United States Circuit Court, Cleveland, Ohio, and Mrs. True Davis, President of Missouri Congress of Parents and Teachers will be the speakers for the Saturday morning general session.



W. H. Pillsbury
Division Program

Especially strong divisional programs are being planned as indicated by the names of the following educators who have been secured: Dr. Thomas H. Briggs, Columbia University; Dr. Margaret E. Bennett, Director Guidance, Pasadena public schools; Dr. J. B. Nash, New York University; Dr. Jean Betzner, Columbia University; Mr. Fred A. Smith, State Director Vocational Education, Arkansas and Dr. W. H. Pillsbury, President American Association School Administrators, Schenectady, New York.



Clarence A. Dykstra
Third General Session

Discussion groups planned for Friday morning will be participated in by hundreds of teachers throughout Missouri.



Fred A. Smith
Division Program

So You're the New Teacher!

SO YOU'RE THE NEW TEACHER! This phrase may greet your ears many times this fall. The schools are public and so are the teachers. By signing a contract you have become a public servant, entrusted with the education and development of the public's children. This, indeed, is no trivial, unimportant job. In the 180, more or less, days you have classes, you can make or break a student.

Last year I was a new teacher. While I made many mistakes during the year, none of them was fatal as it was my good fortune to have sympathetic superiors. Naturally, if I were to repeat the year, I would do many things differently and some things I would not do at all. Out of the year's experience one fact emerges: While the new teacher is confronted by a host of problems, the majority of them can be solved by thoughtful and careful action.

When you begin your teaching job, you are more than a teacher. You are also a new citizen in a community. The local citizenry is as much interested in how you act outside of school as it is in how you teach. You are something of a center of attention. The smaller the community in which you work, the more interest you arouse and the bigger center of attention you are. If few changes have been made in the faculty in preceding years, you are a main event. You will be on display a good part of the time—at least during the first few months you hold the job.

It is smart to allow for community pressures. Your principal or superintendent may tip you off on the heaviest of these. For instance, some communities frown on their teacher's smoking. Others hold teachers should be celibates. In others, dancing and drinking are taboo. (You should make drinking taboo as a matter of principle. It is up to you to set an example.) Not all communities have sanctions against all these activities. Some do not mind if teachers smoke, and some make no complaint if teachers date and dance. It is up to you to discover how the community feels on these matters.

You should live respectably at a respectable place. The school authorities may give you suggestions on lodgings. Try to pick a

By JAMES M. RIDGEWAY
High School
Aurora

place on the right side of the tracks and then live moderately. Some communities like teachers to get plenty of sleep. If the light in your room is on until an advanced hour, the odds are five to one that a student will comment on it the next day. If there is a ban on smoking and drinking, you had better dispose of your stubs and "dead soldiers" some place outside the rooming house. If the householder has been strongly recommended by the superintendent, there is a good chance that the two are at least on speaking terms. Should you go on a date, get in at a respectable time and in good order. Neighbors are usually light sleepers and are accustomed to raising their windows to hear and see better what is going on.

Many times you will hear, "Oh! Yes, you're taking Miss Jones' place." While the inference may be that you do not seem quite up to the job, this is a good time to put ethics into practice and not comment on other members of the profession. In starting a new job keep in mind the fact you are filling someone's shoes and that that someone still has friends around town. If you do not like some of the things your predecessor did, it is best to keep still about it. Some students probably idolized the former teacher and he or she may have friends on the faculty.

As a new member of the community you should try to meet as many people as you can. The more favorable acquaintances you make, the happier you will be and the less difficulty you will have with your relationship with parents.

It is a good policy to do part of your buying in town. This not only wins you the good will of some of the merchants, but you will also be surprised at how many of the businessmen and clerks are parents of your students. These people are usually anxious to hear a report on their children. It pays to keep posted on who is doing what in your classes, because you never

know when you will be called upon to give a thumbnail sketch of a pupil's work.

You should attend church at least occasionally, because the church is the symbol of the good and the pure. People like teachers to ally themselves with such a symbol. Not only this, but attending church also gives you an opportunity to meet parents. When you attend church you should be at your best. Do not attend with a hangover from a rough Saturday night. In some communities it is unwise to pass the collection plate without putting in a rather sizeable coin.

You should attend extra-curricular functions, particularly those which are attended by parents. You probably will not feel like attending all football and basketball games—they may seem so amateur as compared with the college games to which you may be accustomed. You should certainly attend all P. T. A. meetings and open-houses for parents.

The point of meeting people in the community in general and parents in particular is stressed because the work of the school prospers better when there are strong bonds of understanding between the school and the home. Your pupils will do better work when the home adds its pressure to yours. And home pressure can be applied more intelligently—if it is applied at all—if parents know what you are trying to do.

Finally, in regard to your relation to your community, you should keep your mouth shut. Do not comment too much on school matters. Remember that the older teachers are established in the community and have many friends. The fewer toes you step upon, the better time you will have.

Do not pour out your soul to your landlady. Some of them possess the golden quality of being able to keep a secret, but in regard to many landladies, you should square the number of their friends to determine the number of people who will know a bit of confidential information twenty-four hours after you tell her.

Your relation to the administration can be more profitable if you try to figure out the reasoning behind administrative details. Running a school is a continuous process. The policies and practices to which you are to adhere have probably been in force for some time. Take them as you find them. Try to catch on quickly and find your place in the process.

It may be that you can not see the sense in some of the policies and practices. Perhaps they do not agree with theories and procedures you learned at training school. If such is the case, do not jump to the conclusion that the local authorities are wrong. Try to apply the way suggested and figure out the reasoning behind the practices and policies. You may discover that they were adopted to meet some local condition which the writers of textbooks or professors could not foresee.

On the other hand, if rules and practices are bad and you take the trouble to discover the reasoning (or lack of reasoning) behind them, you will be able to act and speak more intelligently should the opportunity to change them present itself. It is not up to you as the new teacher to remake a school system which was functioning years before your birth. Rather than crusading for the new and different, you should make a reasonable effort to conform to the school's customs and traditions.

Many schools in which you hold your first job have less equipment than the training school from which you graduated. Many, many schools are run on short financial rations. Do not expect to work with the latest equipment in sufficient quantity that each student may have a plaster-of-paris model to observe or a microscope with which to toy. It is better to enter the job with a spirit of being willing to do the best you can with what is on hand. Next year you may be able to make some changes.

You may be moved to pay your own money for things you need. You know the school will never buy them and the students can not afford them, so you get them yourself. While such altruism is praiseworthy, it may not be wise for you personally. First-year salaries are low and it is easy to spend fifty to a hundred dollars in this way. No one expects you to foot educational bills, though they may thank you if you do. It is a cinch that few school boards will buy needed supplies as long as teachers are suckers enough to pay their money for them.

You should become acquainted with the maintenance staff quickly. You should keep on the best possible terms with janitors and service men, because they can either get supplies and do jobs quickly and efficiently, or leave you with a dirty room and

unwashed blackboards for weeks. The janitor may be your best friend or your worst enemy.

The new teacher should establish cordial relations with the faculty. If the school authorities do not introduce your colleagues, you should take it upon yourself to get acquainted. Older members of the faculty are often sympathetic toward problems of new teachers and can do much to reduce their burdens. They can put you next to troublesome local conditions and pet administrative plans. This may keep you from bumping your head or cracking a shin on a relic of antedated educational practice.

Experienced teachers know the students

and the parents. They may give you good advice on how to handle, or appeal to, problem children or problem parents. They may also be able to help you in your subject by giving you suggestions on what activities yield most interest and profitable results. Experienced teachers can be of help by aiding you to formulate objectives and to gear them to the program of the department and of the school.

In getting acquainted with the faculty you should not join a clique or take sides in a feud. In some schools, groups of teachers have taken a mutual dislike to each other and it does the new-comer no good to side in with one or the other. It is best to be non-committal, sympathetic to all, and aloof from both.



MISSOURI STATE COUNCIL ON INTERSCHOLASTIC CONTESTS ORGANIZED

Representatives of the Department of Superintendence, Staff of the University of Missouri, the Missouri Music Association, the Missouri Speech Association, and the Missouri Athletic Association met in Columbia, Missouri on September 10, and formally organized The Missouri State Council on Interscholastic Contests. The following officers were elected: L. B. Hawthorne, Mexico, President; J. T. Alexander, Boonville, Vice-president; and Carl Burris, Clayton, Secretary. The officers were instructed to proceed with the organization and collect the \$5.00 fee from each of the participating organizations.

The objectives for the current year were set up as follows: All of the agencies fostering contests would be asked to immediately send their dates to Carl Burris, Secretary of the Missouri State Council on Interscholastic Contests, with a view of coordinating and avoiding conflicts and disagreements between the agencies in carrying on state, regional, and local contests. The idea is to harmonize and coordinate contests throughout the state.

In the second place, the Missouri Council will undertake a judicial function in aiding the various associations, in the solving of their problems. Each association is expected to file its problems with the secretary, Carl Burris either by letter or by representative. Decisions and rulings will be made which may or may not be followed by the various agencies.

Third, a date was set for the fall meeting of The Missouri State Council on Interscholastic Contests at 10:00 A. M., November 8, in the Educational Building, Columbia, Missouri at which time the Council will assemble and attempt to coordinate and arrange the dates for scholastic contests throughout the whole year. An attempt will be made to reach decisions on

problems which will work for the best interest of schools in the state.

It is suggested that any organization that has not already joined The Missouri State Council on Interscholastic Contests get in touch with Carl Burris immediately and send a representative to the November 8th meeting in Columbia.

IMPORTANT EVENTS

OCTOBER

- 24 National Association for Nursery Education Biennial Conference, Detroit, October 24-27, 1941.

NOVEMBER

- 8 Missouri State Council on Interscholastic Contests, Columbia, November 8, 1941.
- 9 American Education Week, November 9-15, 1941.
- 20 The National Council of Teachers of English Annual Convention, Biltmore Hotel, Atlanta, Georgia, November 20-22, 1941.
- 20 National Council for the Social Studies Annual Meeting, Indianapolis, November 20-22, 1941.

DECEMBER

- 3 Missouri State Teachers Association Annual Convention, St. Louis, December, 3, 4, 5, 6, 1941.
- 10 American Vocational Association, Boston, December 10-13, 1941.
- 29 National Business Teachers Association Convention, Hotel Sherman, Chicago, December 29-31, 1941.

There Ought to be a Law—

SOMETHING OUGHT to be done about the haphazard methods of hiring teachers in our state—haphazard because we teachers ourselves juggle contracts so promiscuously.

Teachers will sign contracts they have no intention of fulfilling, and just as soon as they can reach greener grass on the other side of the fence, they will ask to be released. Sometimes a teacher will try to dangle several contracts at the same time much as a southern belle strings along her beaux.

Teachers seem to have no scruples regarding the inconveniences caused by their sudden resignations and departures. Perhaps in large, closely-supervised systems, teachers can come and go without disturbing the schedules, but unfortunately, most of the teacher shifting takes place in schools that can least afford it.

You have heard the proverbs about three moves being worse than a fire; and three boys being no boy at all. Well, try three teachers during one term of a rural school, and your net result is even more disastrous.

I have known a nine-teacher consolidated high school to have to make five replacements throughout the year—four of them during the first week of school. The new teachers were chosen hastily without proper attention to credits; schedules were disrupted; subjects that students had signed up for were discontinued; students lost credit, lost interest, quit school; landladies were left holding the sack; the school board was subjected again and again to the ordeal of interviewing candidates.

School boards have been very lenient with us. They don't want to "stand in the way of teachers bettering themselves." Besides they know that the legal advantage is all on the teacher's side. Suppose they treated us the way we treated them. How would we feel if they promised us positions, then expected us to resign whenever they had a chance to get someone who "offered more advantages?"

Superintendents, it seems to me, perpetuate the teacher-shifting evil. Almost invariably, they pick teachers who are al-

By FERN JO ROGERS
Rural Teacher
Gentry County

ready holding contracts somewhere else. Their theory, I suppose, is that they get better teachers. But I believe that there are as many poor teachers among those holding contracts as among those still looking. It never seems to occur to a superintendent that a teacher may be without a position because he has been honest enough, or shall I say fool-hardy enough, not to sign a contract he didn't intend to keep.

I can remember back when "a man's word was as good as his bond"—and a woman's was good when down in writing—that it was considered indiscreet to shift contracts. If a school board hired you in good faith, and you accepted, then threw the position over for another, it was held "agin" you, your relatives, and your posterity.

I have a vague recollection, too, of something called teachers' ethics! It seems to me, now that McGuffey's morals are coming back into good repute, it might be well to dust off teachers' ethics and put them back in vogue.

I'm not sure whose move it is to start a reform in teacher contracting. I should think school board conventions would. And State Teachers Associations could at least create sentiment. Some states, I understand, set a dead-line for contract signing, and teachers who shift after that date pay a penalty of a fine, or a loss of a number of college credits. It should be a comfort to teachers and administrations alike to have interviewing and hiring limited to a certain few weeks. Let us hope, that when the schools of our state accept such a practice, that they choose the weeks just following the close of school. That would eliminate the dread lame-duck session during which teachers who are not re-instated for the coming term must finish teaching

the present one amid the audible and inaudible condemnation, "She didn't get back." For such a teacher there seems to be but two alternatives, both unhealthful.

She may commit herself to a stolid martyrdom; or she may assume a cynical attitude and "let them take their old school and go to."

American Education Week

November 9-15, 1941

EDUKATION FOR A Strong America" is the highly appropriate theme of the twenty-first annual observance of American Education Week, November 9-15, 1941.

One of our best opportunities to seek public understanding and appreciation of the schools and the place of education in our nation is during American Education Week. The National Education Association has prepared materials to assist you in planning to make the observance successful in your school system, your individual school, and your own classroom.

Special packets are available for the following school levels: kindergarten-primary grades, elementary (grades 4, 5, and 6), junior high school, and high school. Each packet contains a classroom supply of posters, leaflets, and stickers, a special 32 page manual for the proper school level, a folder for the Sunday observance, and other materials.



Daily Topics:

Sunday, Nov. 9—Seeking World Order

Monday, Nov. 10—Building Physical Fitness

Tuesday, Nov. 11—Strengthening National Morale

Wednesday, Nov. 12—Improving Economic Well-Being

Thursday, Nov. 13—Safeguarding School Support

Friday, Nov. 14—Learning the Ways of Democracy

Saturday, Nov. 15—Enriching Family Life

New features also available this year include (1) a 2 color button to be worn home by pupils carrying the slogan "Visit Your Schools American Education Week," (2) two musical plays—one for high school use and one for elementary school use—both written specially for the occasion by Jean Byers, author of the noted production "On Our Way" prepared for the Educational Policies Commission, (3) a 1½ minute 35 mm sound movie trailer for use in commercial theaters just before and during American Education Week featuring Lowell Thomas and entitled "Education for a Strong America."

Address the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C., for complete information.

Visual Education in the County Educational Program

VISUAL EDUCATION is as old as the human race although a survey of the current literature on the subject may lead one to believe that it has recently been discovered.

The addition of electrical facilities through the efforts of the rural electrification Administration of the United States Government and the additional emphasis placed on rural electrification by large utilities has opened a new field for companies dealing in electrical devices and they have been quick to seize upon the idea of making visual education more adaptable and accessible to the schools that have installed electrical equipment. However, one should always bear in mind that visual education aids are numerous and that all of the schools have at their disposal an unlimited amount of material that may be easily utilized to the advantage of the boys and girls enrolled in the school.

If the available material is organized and used in connection with the materials of the curriculum every school has sufficient materials to carry on an adequate visual program regardless of whether or not they have access to electric power lines.

Small elementary and rural schools of today are fortunate that they have at their command a larger source of visual education materials than any other group of schools in the history of civilization. Some of the material may be new but the larger per cent of it is as old as the school itself and its use depends entirely upon the teacher's ability to adapt it to the needs of the children.

Visual aids that may be used by any type school regardless of size may be classified into four major divisions.

- (a) The school journey
- (b) Museum materials and exhibits
- (c) Still pictures
- (d) Graphic material

The school journey is adaptable to many situations. Its success as a teaching device or technique depends almost entirely upon

By MARION S. SCHOTT
County Superintendent of Schools
Adair County, Missouri

the organization and skill used by the teacher.

Before the journey is taken it is essential that a discussion be planned on the things to be observed and studied while on the trip. Every detail of the trip should be carefully planned so that the trip going to the place to be studied and returning from it shall also be a source of information and interest to the boys and girls.

Careful supervision of the children while on the journey is highly important and a teacher should plan to have other persons accompany her where large groups are taken. The activity that grows out of the journey may be a source of information for additional school journeys. Careful direction on the part of the teacher may develop the school journey into an unlimited source of interest and information for the boys and girls.

Wherever possible the school journey should be used in observing actual situations or objects that are being studied in textbooks and other sources of material provided by the school.

The school exhibit may be used in developing the museum for collections of other material for the school. It may also serve to develop a means of school publicity and to help in getting the people of the community interested in the educational program of the school.

The exhibit should include material that the boys and girls have made and collected during the school year. The collections should be made with the idea of contributing to the school museum and if possible become a part of the permanent school equipment. Every section of the exhibit should be something that has been a definite part of the curriculum and not a special assignment which has been made for for the school exhibit. Some of the

things that may be collected and exhibited are:

- 1) Leaves from various trees and shrubs of the community.
- 2) Samples of wood mounted for exhibit purposes.
- 3) Rocks and minerals of the community and of the state.
- 4) Insects properly mounted and preserved.
- 5) Weeds and weed seeds.
- 6) Flower seeds.
- 7) Herbarium made up of leaves and flowers of the community.
- 8) Samples of grain.
- 9) Soil map of the county.
- 10) Stamp collections.
- 11) Clippings from newspapers pertaining to subjects that are of interest to the community and school.
- 12) Photograph collections.
- 13) Notebooks concerning agriculture and industry.
- 14) Graphs and pictorial materials.

This is by no means a complete list that may be exhibited but each teacher may add items of local interest and value to this list.

Maps and globes are available to every school in every county, however, they are probably used less according to their possible uses and their accessibility than any other visual education aid that we have in the schools. In many schools globes may be found suspended far from the floor and within reach of only the teacher and the maps are enclosed in a case placed above the blackboard out of reach of all the students and used only in the study of geography or when the teacher wishes to illustrate some point. Maps and globes should be placed in a position where the students may have access to them at all times so that they may be used by the student while working on material requiring the use of these aids. The ordinary map and globe may be supplemented by many types of special maps that are on the market and are used by highway departments, railroads, and tourist agencies.

The blackboard is one of our major means of visual education in the schools. Perhaps the full value of this device has never been realized by teachers but probably no other device is used more by the American teacher than the blackboard in

visual education because of its architectural position in the classroom, its size, and visual realization to the class. It is an important tool for group instruction.

Its primary function is to visualize the curriculum by means of graphic demonstration. Work presented on the blackboard by the teachers or pupils should be an expression of their best work and efforts. It is essential that the blackboard be used only in positive illustrations of materials for visual education. It should be placed in a position where it is clearly visible to all students and where they can get a clear view of the material presented on the board.

The bulletin board should hold a similar position to that of the blackboard and may be used for posting of pictures and other material to be used in initiating units and the stimulating of activities. Bulletin boards are inexpensive and should be a part of the regular equipment of every school.

Another technique that is valuable and usable as a visual education aid is the still picture. It is probably one of the most accessible and in many instances least used visual aid in the public school system.

Its source and availability may be considered almost unlimited. The various United States Bureaus, magazines, and newspapers of our nation provide pictures relating to almost every subject that one may wish to study. This material may be obtained free of charge. Valuable illustrative material fills the newspapers and magazines of our nation and other nations of the world. Authentic reproductions of master pieces of art may be found in the advertising columns of every newspaper and magazine. Large companies and corporations have gone to the art galleries of the world and have purchased these master pieces and reproduced them as a means of advertising their products. Pictures of industry, nature and other topics are printed in large useable sizes. These pictures may be removed from the magazines or newspapers and mounted on suitable material, after the advertising material has been removed, and then filed in the visual education library of the school.

The mounting and filing of pictures of this type should be according to large major headings and then divided ac-

cording to units or whatever division the teacher thinks advisable. The pictures collected and filed should meet the following standards:

- 1) They should be accurate and not exaggerated or tend to minimize the main subject of the picture.
- 2) They should be clear and show all the details of the picture.
- 3) They should be of useful size, preferable 8"x10" or 11"x14".
- 4) The picture should not include too many definite things and should apply to some special subject.
- 5) The picture should not show too much advertising, if any, and it should be selected with the sole idea of its usefulness to a particular thing or subject and not to advertise some product.

Pictures that may be obtained through the United States Government through the various bureaus are usually of a size that may be used in classroom instruction. Some of these pictures are mounted on a cardboard and may be filed without any additional preparation.

Another source of still pictures that has been used by the home and schools for many years is that of the stereograph which is projected through a stereoscope. This instrument found its way into the American home in 1832. It was a very popular source of information and many of the stereoscopes and stereographs were sold throughout the rural and urban sections of the United States.

A search through the attics of old homes will probably uncover many libraries of stereographs that may be of value to the school. Perhaps the American people have never fully realized the full value of this device, as an instructional aid. A stereoscope is a three dimension picture produced by the use of two cameras or a

double camera arranged at slightly different angles. These two pictures are enlarged and merged into a single picture. By the use of a stereoscope this gives the observer a visual picture of three dimensions which appears as a natural picture to the observer.

Long ago the travelers used the stereoscope and stereograph to illustrate their travel lectures and make them attractive to the public.

The stereograph has one major limitation for classroom instruction—it is an individual device and only one person may look at the picture at one time. However, this makes the stereoscope particularly adaptable to the primary grades and for individual instruction. If the stereographs are placed on the reading table of the school they may be used as an excellent device to initiate new units of study and to obtain additional information on units that are in progress.

A well-balanced visual education program may be conducted in every school regardless of the size, if the available material is collected, organized and made accessible to the students.

Many of the visual materials that are necessary for city schools must be presented through the medium of the opaque projector, the film slide projector, and the motion picture machine.

Small rural and elementary schools have much of this material within their immediate community and it may be reached through school journeys. They have the other material that is required for visual education and they present it in the same form as it is presented in larger schools. Contrary to popular belief the small school is as well equipped, if not better equipped, than the larger schools to present a complete visual education program.

HAVE YOU ELECTED DELEGATES TO REPRESENT YOU IN THE ST. LOUIS CONVENTION, DECEMBER 3-6, 1941?

The business of Your Association is transacted by the Assembly of Delegates elected by the various community associations.

Be sure that your delegates have been properly elected and certified to Missouri State Teachers Association, Columbia, Missouri, by November 1.

Guidance Practices Used in the Aurora Public Schools

By JOHN W. GILLILAND
Superintendent of Schools
Aurora

IN DISCUSSING the guidance practices used in the Aurora Public Schools, let me say at the outset that we have changed our methods many times. One year we try one particular procedure and the next year perhaps this type of work is dropped altogether and another substituted in its place. However, we have this basic philosophy in mind at all times that there is no substitute for the proper relationship between teacher and pupil. We feel that in a town of 4,000 people perhaps the teacher has a better opportunity to know more about the pupils and their particular problems than would be the case in larger systems. Hence, we emphasize that each teacher try to develop the type of relationship that will bring about confidence on the part of the student and help him all the way through school. This does not mean, however, that we do not have certain specific procedures or practices which we feel are very beneficial in helping the pupil to adjust himself to everyday living.

Elementary Schools

All teachers in our schools have an important contribution to make in the guidance of the children in school. They directly contribute through their understanding of child psychology, their skill in determining the needs of individual children, their knowledge of appropriate subject matter, and their use of effective methods for fostering pupil growth.

In the early years efforts are made continually to enlist the active cooperation of fathers and mothers, who are engaged in various kinds of industrial, business, or professional work, and whose experiences and viewpoints differ widely from those found in the schoolroom. Parents of first-grade pupils are especially eager to visit the school and to take an active part in all the units of work planned by the teacher. The first problem with these little people is purely social; they must learn to play, sing, and work together. We have found it necessary to call on the home continually for toys, pets, vegetables, and flowers to make this period of adjustment successful.

The teacher thus learns a great deal about the home and the opportunities it has provided for the small boy or girl who has entered her room, thus aiding materially in the direction of continued development. When toys the child brings have educational value, when his pet is well behaved and well cared for, and when things his mother sends are well arranged, the teacher can be quite sure that his home environment is above average.

Toy stores have been built and operated. Numerous trips have been made to places of interest, such as farms, nearby cities, community enterprises, etc. These experiences furnish excellent material for reading, and serve as a basis for developing the proper relationship between pupil and teacher.

This sharing with the parent in presenting new knowledge to the child contributes much to the proper social growth and emotional adjustment of the child.

This same idea, basically, of sponsoring a stronger, closer relationship between the parent, teacher, and child is emphasized through all the grades. We believe that only as teachers and parents work together do the children of our community receive the greatest benefits, and that such cooperation is of great value to the teachers, parents, and children alike. We all grow in wisdom and true understanding as we serve our community by serving each other.

High School

Our high school is a typical one in a semi-rural community of 4,200 people. It is a four year high school with between 350 and 400 students enrolled in the ninth, tenth, eleventh, and twelfth grades.

The special coordinating unit of our guidance program in the high school is the vocational coordinator. It is in the coord-

inator's office that the special records are kept of a guidance nature, and he is head of the committee on guidance composed of members of the teaching staff.

One of the most successful practices that we have used here for the past seven or eight years has been the reorganization of our ninth grade citizenship course. We have completely thrown over the traditional citizenship course based on the use of textbooks dealing with community life, etc., and organized it into a course which we often refer to as "Citizenship as Guidance." The work in this course evolves around four areas; namely, orientation; manners and conduct; health, safety and alcohol education; and vocations.

The purpose of the first unit is to help the pupil adjust himself to his surroundings. He is urged to ask questions about his school, how it is run and why things are done as they are. These questions form the basis for class discussions. There are many points about the high school that freshmen do not understand but they are reluctant to ask questions for fear of being called "green." The contents of this unit consist of a handbook, mimeographed sheets, talks by teachers and students. The entire group of a hundred pupils meets together for the first two weeks of the school term discussing these problems.

Immediately after the closing of the unit on orientation, all of the students in this course are given an intelligence test as well as an achievement test. The results from these tests are made a part of the pupil's permanent record as well as the cumulative guidance record kept in the coordinator's office.

The second area of work attempts to bring out the proper manners and conduct for young people in school and out. The whole range of school life is discussed, classroom, study hall, assembly, and corridors, as well as games and other extra curricular activities. Pupils write and submit for class criticism their own code of conduct for certain phases of school or out-of-school life. Most of this work is carried on in sections in separate rooms but the group is called together when it becomes necessary. Many demonstrations are conducted before groups by the students themselves. They attempt to show how to make proper introduction of two persons, demonstrate the proper manner for girls to prepare and

set a table, etc. Many other situations are deliberately created in the classroom in order to bring out problems of manners and conduct to be discussed.

The unit on health, safety and alcohol education was originally divided into three units. However, we discovered that the alcohol material was so closely related to better health and safety that the three of them were combined into one. The pupils are brought together in one group for certain types of sound or silent films. For other types of work such as the study of the tremendous amount of materials put out by various organizations on safety, pupils are divided into three groups, each under the direction of a teacher.

The last area of work is given over to vocations. The idea back of this unit is not to force a ninth grade pupil to choose a specific vocation, but to get every pupil to give some serious thought to the matter and to make a thorough investigation of the available material in this field. We feel that, if we teach about the various vocations, it will serve them well during the next four years of their high school career. We do not attempt to settle this question once and for all for them; we are merely trying to open up the field in this area.

As to the materials used in this course, let me say that each student pays a specific fee of \$1.00 per year. This money is pooled and various types of materials are purchased. "Citizenship as Guidance Library" is gradually being built up whereby students may find information in many fields.

It should be borne in mind that this method of procedure gives a number of people an opportunity to become better acquainted with these freshman students. Also, we are able to secure much information as a basis of proper guidance, as they go on through high school.

The guidance committee has recently completed a cumulative personal record form which is being used now as a basis of keeping certain valuable information that is helpful in counseling the students. This is a record covering questions regarding personal and family data, occupational interests, as well as high school interests and activities. The same questions are answered each of the four years that the students are in school. This form is printed on all sides of an 8½" x 11" manila folder. The questions are such that they give teachers

more information about the students for guidance purposes. Other helpful information is put in each student's folder as the student goes through high school. In addition to the special cumulative record, a permanent record is kept in the principal's office and much of the information, of course, is transferred to this permanent record at the close of the student's high school career.

The testing program is not so comprehensive in our schools due to one or two reasons. In the first place, we feel that, due to the size of our high school, it is not necessary to have so many complicated tests in order to get the information that we desire and need on the pupil's record. We depend more upon the teacher's estimate. In the second place, we just do not have the money to spend. However, we do give a general intelligence test to each student at the beginning of his high school career, as well as a general achievement test. In addition to these tests, college aptitude tests are given the sophomore and senior years. These are used, of course, as a basis for advising as to whether to attend college or not, type of professions to enter, etc.

Another important phase of our program is the work of the vocational coordinator. As has already been stated, the coordinator heads the guidance program in our high school. Vocational guidance of a specific nature is carried on largely through the diversified occupations program, whereby a number of students work part time in business or industry, learning a vocation here in our community. In addition to the specific information that these students gain for themselves, they are used for other classes and groups throughout the school as they go before them imparting information that they have gained in working on a job and through their study of their particular job as a part of their classroom work. We use these advanced students often in the ninth grade citizenship classes while they are studying their unit on vocations. Students are being trained in fourteen different occupations by the cooperative efforts of the school and employers of this community. Naturally, they gain much information that not only is helpful to themselves but can be brought to others here in high school as well. This helps to make the entire student body

more vocationally minded and give more serious consideration as to the choice of the proper vocation.

Another very important phase of our guidance program here is the teacher-student conference program that is carried on throughout the year. The freshman class at the beginning of the year is divided among a number of teachers, having about twenty-five students per teacher. Each teacher stays with his group throughout the four years of high school. This is a sort of home-room group, not as an administrative device at all but as a conference device. It gives the pupils somebody to go to for counsel on their most intimate and personal problems. It also gives the teacher an opportunity to learn to know these particular boys and girls very intimately. We feel that some very fine things are coming from this phase of our work.

Each year the senior class is divided into two groups. A series of conferences with each of these seniors is held. The principal takes those who are interested in going on to college, and the coordinator takes those who plan to go out in the world to work.

Another practice that has been carried out here in the high school that has proved quite satisfactory from our standpoint has been the guidance work carried on through the boys' and girls' leagues. We have one person called the dean of boys who heads the boys' league. A number of problems can be taken up of a more intimate nature with the boys themselves than could be taken up in a mixed group. The same is true for the girls. We have one of our lady teachers who heads the girls' league and serves in a similar manner as does the dean of boys. In the conferences held as a group, they study problems of manners and conduct, etiquette, social graces are discussed, and programs of an entertainment nature, with music, readings, plays, etc., are given. In a school where the enrollment is not so large and there are not too many students in either of these groups, this procedure works rather well.

As a basis of our guidance program as well as the curriculum in the high school, we have conducted two follow-up studies of our graduates of recent years, trying to ascertain just how well our curriculum served their needs and what the students themselves thought should be emphasized in high school at the present time. We have

found that these follow-up studies have been very helpful as a means of guiding us and as to the program of study.

As to placement of students in work in the town, people of the community particularly are encouraged to call either the principal's or superintendent's office or contact the coordinator who is down town a great deal working with the business and professional men of the community. Then, after we find out the type of student that is wanted for a particular job, the principal, superintendent, coordinator, as well as any other teachers who might give us any specific information we desire to know, get together and choose two or three people to recommend for this particular type of job. That is just about the extent of our placement service. It should be borne in mind, however, that we are called upon to write

many letters of references as to the type of work pursued while students were in high school and as to what we know about these students after they have graduated. If it was not too long ago when the student graduated, we find we can help much with this letter. However, for the student who graduated some eight or ten years ago, it is very difficult to find any kind of record at all that will help us except the purely scholastic record.

In conclusion, I hasten to point out that we do not present our program of guidance in the Aurora schools as the most complete set-up in existence. We are certain that is not the case. We have discussed some of the procedures in our program with the idea in mind that there might be an idea or two that would be helpful to others. We have presented our program with that thought in mind.



Problems Confronting Science Teachers

A CHALLENGE to all science teachers of our state is hereby issued. Are we as a group going to sit idly by and let our very important field be confiscated by other groups? Are we going to let our science organizations die for lack of support? Are we willing to contribute of our time and talent to improve the field of science teaching?

A few of these points will be briefly discussed here. It is being advocated that the social study teachers take over and present science as it fits into a general course. Maybe the science teacher would be called in for a while to present fundamental scientific principles but eventually he would be absorbed and the work presented by one of the social studies group.

A few years ago the National Council of Social Studies Teachers was formed and today it is an organization making a place for itself in the field of education. We as science teachers must accept the challenge and do likewise if we are to keep the field of science alive.

At present there are a dozen or so science organizations several of which duplicate the work of each other. A movement has been started to organize a National Council of Science Teachers in order to

By NORMAN R. D. JONES
Southwest High School
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coordinate effectively improvement in science.

Most of us belong to the Missouri State Teachers Association and to the National Educational Association. Some of us belong to and attend the Department of Science meetings held at the time of the M.S.T.A. annual convention. How many of us know that our state science group is an organization operating under the "Department of Science Instruction" of the N.E.A.? The dues are very reasonable so why not support both the state and the national science organizations?

The National Committee on Science Teaching was established by the Department of Science Instruction, with twelve science organizations cooperating, to integrate a science program from grades one to fourteen inclusive. In order to facilitate the work, sub-committees in charge of special phases of the work, such as Philosophy, Teacher Education, Personnel Needs,

Evaluation, New Materials, Administration and Effective Procedures, were formed. The writer is a "Consultant" on the latter committee, "Effective Procedures," and would appreciate receiving brief write-ups, outlining your procedure in effectively presenting various phases of science material, whether biology, chemistry, physics, etc.

The important thing is for us to get effective procedures for study and consideration. Thus by sending these in you will be aiding in this work.

There are many problems facing us, as teachers today, which will vitally affect us in the near future. One group advocates that all our science courses as now set up, biology, physics, chemistry, etc., be done away with and one continuous course of science from the first grade through the fourteenth (second year of college) be substituted. Others advocate the first six grades as one division, 7, 8, and 9 as another, and 10 to either 12 or 14 (depending on whether your system has at least a junior college) as a third. Some would leave the studies with their present names in high school. Others are advocating fusion courses especially in the fields of chemistry and physics. Still others would do away with our laboratories altogether.

Consumer Science, based solely on what someone's ideas are of what we might use in later life, is being offered. Biology in some texts is being turned into a "glorified" nature study course. Senior Science, Advanced General Science, or some such name is being substituted for physics and chemistry in some schools with out laboratory facilities, or in others given to high school juniors and seniors who are too poor as students to take a laboratory science.

Science has been taught in junior colleges, high schools, and on down through the eighth and seventh grades for a long time but it has been only in the last few years that rapid strides have been taken to introduce science into the work of grades 1-6. From results attained in schools where usable science information has been placed in the hands of teachers, it seems to indicate that it is merely a problem of teacher education, i. e., to give the students in our teachers colleges sufficient science to be able to teach it with other elementary school subjects. The term

"competence in science" has been coined to refer to the preparation of teachers graduating from teachers colleges, universities, etc., instead of the present major (20-25 semester-hours work) or minors in science. Regardless of the terminology used one must have a reserve fund of knowledge in order to present successfully the material to the students at any grade level.

A need for continuity is indicated by the fact that there is a great amount of overlapping or repetition of science information in our present program. Often teachers feel that the preceding teacher has given the student just enough insight into the advance course to kill his interest in it. Thus by working out a unified program from grades one through fourteen, it has been felt that this could be eliminated.

The above are only a few of the problems facing science teachers. Let us keep up with the times, accepting the best parts of new procedures, yet with common sense enough to reject those parts of fads or schemes which do not seem practical. Let us study over these various phases and help work out a program which will accomplish the most good for all.

BLACK-OUT

THE FERTILE FIELDS lay scared, from
bursting bomb and
Tank's rentless charge.
Once holy temples desecrated now by
trampling feet of those who do not
care.
The lights are out—
Yet blacker still the midnight in the hearts
of those who once knew Freedom's
morning star.
And hopelessness looks out from hollow
eyes—
Too soon grown old,
While drinking bitter dregs from cups for
slaves.
The strong still hope, and longingly they
peer through darkness.
Can they see
Our dauntless courage flying in the
Stars and Stripes we still revere?
Through all the black-out, can they still
see freedom over here?

—HEARTHA MAE HAMMONS,
Osceola, Missouri.



SECRETARY'S PAGE



MEMBERSHIP DUES

Of the two dollar membership dues sent our Association fifty cents is returned to the District Association and twenty cents to the local community association.

The membership of the Association last year was 24,411. It should reach 25,000 this year for the first time in its history.

The first three high schools to report a 100% enrollment were Arbyrd, Cardwell, and Risco. The first two counties were Perry and Stone. Early payment of dues is advantageous.



COMMITTEES AT WORK

The regional conferences being sponsored by the Policy and Plans Committee have been well attended. We are grateful to those who assisted in the planning of the meetings and to those who attended.

The Committee on Professional Standards and Ethics, the Committee on Teachers Salaries and Term of Office, and the Committee on Constitutional Revision have met recently.

The Executive Committee, the Legislative Committee, and the Committee on Sources of School Revenue are now actively engaged in the preparation of their annual reports to be presented to the meeting of the Assembly of Delegates in St. Louis.

Annual reports of all committees will be printed and a copy mailed each delegate several days previous to the meeting of the Assembly.



WARNING

Sometime ago a letter was received saying "A man went out to the Pattersonville school and had the teacher sign up for magazines telling her that the Missouri State Teachers Association had sent him out to get subscriptions and the Association requested her to buy."

On inquiry it was found several teachers had been contacted. A few subscribed for the magazines which of course will

never be received and paid for them in advance by checks which of course were cashed immediately.

The man obviously was not a representative of the Association and should have been reported immediately to any available law enforcement agency.

Last spring a man who had taught school, carrying his credentials in his pocket including a teacher's certificate, approached teachers in different towns wanting to borrow enough money to get home.

His story was unusually effective and several teachers made a contribution before the information was given the Highway Patrol.



INCREASED PAY FOR MEMBERS OF THE GENERAL ASSEMBLY

A proposed constitutional amendment providing for a salary of \$125 per month for the members of the General Assembly will be before the voters at the next general election, November 1942. The passage of the amendment should tend to attract desirable individuals to the legislature and to retain the more capable members.



THE SALES TAX

Certain groups are saying that the sales tax has not been used for the purpose for which it was intended.

The purpose of the first sales tax passed in the special session of 1933-34 as stated in the law itself was to provide revenue for the usual and ordinary functions of the state, eleemosynary and penal institutions, *free public education*, and relief of the distressed.

No purpose was stated in the law passed by the 1935 session.

The law passed by the 1937 session was to provide revenue for *free public education*, relief, care of the insane and afflicted, and old-age assistance. The same statement

of purpose appears in the laws passed by the 1939 and 1941 sessions.

Certain groups are quite vociferous in their demands that the sales tax be earmarked for some specific purpose. Did you know that 53.22 per cent of the money going into the general revenue fund of the state for 1940 came from the sales tax? This obviously means that 53.22 per cent of the money going into the distributive state school fund for 1940 came from the sales tax.

If the sales tax be earmarked, it is not difficult to realize the damaging effects to public education and the ordinary functions of government.



NATIONAL EDUCATION ASSOCIATION IN MISSOURI

N. E. A. Membership

May 31, 1937 . 5,715
May 31, 1938 . 5,826
May 31, 1939 . 5,660
May 31, 1940 . 6,258
May 31, 1941 . 5,949 (23% of teachers)

Cities Having 100% Membership

Boonville (since 1931), Clayton (since 1924), Kirkwood (since 1937), Sedalia

(since 1920), Maryville (since 1928), Nevada (since 1933), St. Joseph (since 1918—best record of any city in the U. S.).

Cities Having 75% to 99% Membership, 1940-41

Warrensburg	St. Louis (Ranks fourth among the cities of the U. S. with 2,713 members.)
Webster Groves	
Kansas City	

Cities Having 50% to 74% Membership, 1940-41

Parkville
Jefferson City
Shelbina

Cities Having 25% to 49% Membership, 1940-41

Independence	Springfield
Liberty	University City
Maplewood-	Columbia
Richmond Heights	

We urge teachers to become members of the National Education Association this year. These are times demanding a strong national professional organization. The fee is \$2.00 and should be sent to the National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C.



Rural Teachers Attending Callaway County Plan Meeting.

Visual Education in St. Louis

THREE CENTURIES AGO Amos Comenius wrote: "As far as possible men are to be taught to become wise, not by books, but by the heavens, the earth, oaks and beeches; that is, they must learn to know and examine things themselves and not the testimony and observations of others about the things."

Comenius wrote the first pictorial school text. He lived in a time when the visual aids to education were dependent on the individual teacher's ingenuity, but the truth of his observations applies with even greater force today when we are beset on every side by skillful propaganda. Never before has it been as essential for children to develop the ability to observe for themselves and to formulate their own conclusions rather than to rely on the "canned" opinions of others.

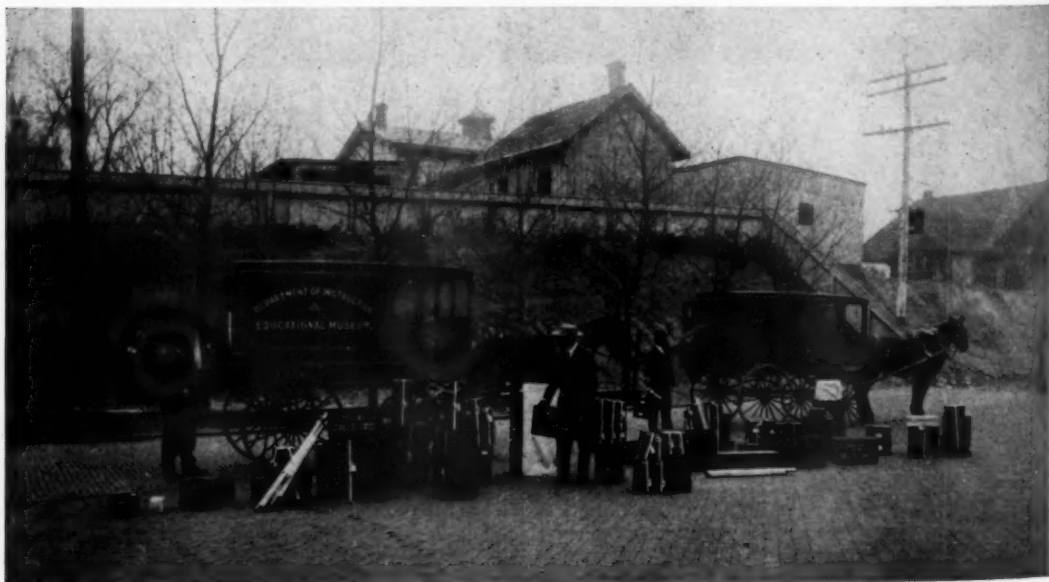
This mental self-reliance, which America needs today, can be gained only through experience, and visual education has an important role in giving the child that experience. Acquainting a child with an object or a problem directly, rather

By DOROTHY BLACKWELL
Assistant, Public Relations
St. Louis

than by a word description, not only produces a more realistic conception of the object or problem, but gives him practice in finding out for himself. It encourages him to seek answers from many sources, and not to rely on one writer's opinion.

The St. Louis school system has pioneered in visual education. The St. Louis Educational Museum was started in 1905, and for nearly four decades has supplied St. Louis teachers with objects and pictures to illustrate classroom activities, and to enrich the experiences of children. Today the Museum continues to operate under the leadership of Miss Amelia Meissner, its Curator, for the welfare of the boys and girls in our schools.

In translating the Museum's experience over this period into a scientific curriculum diet, it should be pointed out that visual



This picture, taken in 1911, shows the "horse and buggy" days of visual education in St. Louis. Today two large trucks deliver educational museum materials to every public school once each week.



A group of young children visit the educational museum to observe the way bees build their honey comb.

materials should be selected which will add vitamins to enrich the classroom work. Careful selection of educational materials is time well-spent if the films and other visual aids really help children to understand, and to think for themselves.

It is equally important to co-ordinate this material to the children's interests at the time it is presented. Educational films, used haphazardly for entertainment, may be harmless, but they do little to establish desirable attitudes or to contribute to the true purposes of modern educational programs. Teaching films, like textbooks, are a means to an end; not a goal in themselves.

Specialists in visual education suggest that situations should be created in which the children raise questions in their own minds. By expert guidance these questions can be directed so the films will be

a logical source of concrete answers. Further development of the subject will indicate the follow-up work needed, which often will include a second showing of the film.

Children's interests cannot be pigeonholed by the calendar making it difficult for a teacher to anticipate her needs months in advance. The Educational Museum's services are flexible and are designed to furnish visual material when it is needed. Schools assemble their orders from the Museum catalog, and mail them to the Museum two days before the date of delivery. Museum trucks visit every public school in the system once each week.

Curriculum specialists and teachers who work directly with children, give practical advice on what films, photographs, objects and other materials are most needed and which produce the best results. Recogniz-

ing the need for a cooperative effort in planning a visual education program for the future, Dr. Homer W. Anderson, Superintendent of Instruction, appointed a committee composed of teachers, principals, administrators and members of the Educational Museum staff to survey the progress made in this field and to submit recommendations.

In evaluating the place of visual education in the schools the committee's report said:

"One has but to visit for a day in a school where modern visual aids are readily available to catch the added zest and interest which children have in their school work. Since the whole purpose of all school expenditures is to produce useful citizens, the investment of a small fraction of one per cent of current expenses for visual aids seems a thoroughly justifiable procedure. Such an investment is a real economy in the long run. Visual aids contribute directly to good school citizenship by enriching the learning program, adding interest and attractiveness to the classroom, and by permitting children the real delight

of trips through the magic eye of the camera and motion picture projector."

The committee recommended that a minimum of ten cents per pupil per year be appropriated for the purchase of projectors, films, and similar materials. Other recommendations included initiating a program of in-service education in visual aids and materials for teachers; a more equitable distribution of equipment be worked out for schools, and that consideration be given to physical plant facilities in each school. It also was suggested committees should be appointed to formulate a program covering the use of radio and other audio-visual aids not included in the report and to serve as consultants in the selection of new films and other equipment.

The work of the Visual Education Committee in establishing a long-view program, will enable the public schools to take greater advantage of the learning and teaching values of modern visual materials. The Committee's recommendations point to opportunities for continued growth in the area of visual education.



Proposed Amendments to M. P. T. A. Constitution and By-Laws

Submitted by the Constitutional Revision Committee

Words or phrases in bold face are to be added. Words in parentheses () are to be deleted.

ARTICLE II

Its object shall be (the formation of a closer) **to maintain a close** organization of the teachers of Missouri (with purpose) to bring about greater unity of action, to advance the ideals and standards of the teaching profession, to secure (the) conditions necessary (to) **for the** greatest efficiency of (teachers and) schools, and to (promote the educational welfare of the State of Missouri) **insure thereby the democratic way of life.**

Note: These changes are suggested to clarify the statement and bring it in line with present day thinking.

ARTICLE IV

The officers of this Association shall be a President, three Vice-Presidents, an Executive Committee and a Secretary-Treasurer. The First Vice-President elected (in 1937 and) each year (thereafter) shall succeed to the Presi-

dency. The Executive Committee shall consist of (eleven members,) the President and the First Vice-President of the Association who shall be ex-officio members, and (nine) **one** (members) **member from each Association District**, elected (at large) by the Assembly of Delegates, each for a term of three years. Any active member of this Association shall be eligible to hold office or serve on any committee of this Association.

Note: The phrase "at large" was deleted to prevent misunderstanding which has developed since the Executive Committee members are nominated by districts. The statement that one member should be elected from each Association District is merely in keeping with present procedure and a clarification of the Constitution in accordance with established practice.

ARTICLE V, SECTION 2

The President and the Vice-Presidents shall serve for a term of one year. (in 1937 the President, and in 1937 and annually thereafter

the Vice-Presidents, shall be elected by secret ballot.) Members of the Executive Committee shall serve for three years. (There shall be nominated one, two, or three candidates for the Executive Committee by the Delegates from each of the nine Association Districts in the State, at least one of whom shall be a woman and at least one of whom shall be a classroom teacher; provided, that the members of the Executive Committee holding office at the time of the adoption of this amendment shall hold office until the expiration of their terms, and provided further, that at the first election after the adoption of this amendment, there shall be elected by secret ballot, one member for a term of one year, one member for a term of two years, and three members for a term of three years each, and each year thereafter, three members of the Executive Committee shall be elected by secret ballot for terms of three years each.) **There shall be nominated for the Executive Committee a candidate or candidates from each of the districts in which there is a vacancy. One member shall be elected from each Association District having a vacancy. Each nomination shall be made from the floor and by a delegate representing the district for which the candidate is nominated. The election shall be by secret ballot.**

Note: The changes in this section are intended to clarify the section in keeping with past interpretation and to expedite the work of the Assembly of Delegates in the election of officers as outlined by it. This section definitely states, as has been the custom, that one Executive Committee member shall be elected from each Association District. It provides for nominations from the floor and prevents the needless and confusing procedure of nominating members for the Executive Committee by district caucuses. It specifically provides that a nomination for the Executive Committee from a given district must be made by a delegate from that district.

ARTICLE VI, SECTION 6

The Executive Committee shall make necessary arrangements for the (establishment) **publishing** of an official organ of the Association. (to be published at least monthly, beginning not later than June, 1920.)

Note: The change in the above section brings the Constitution in line with the established practice. It is not deemed advisable to attempt to issue the magazine during the summer months.

ARTICLE VIII, SECTION 1

The Assembly of Delegates shall be the legislative body of this Association. It shall have the power to transact (all) business of the Association at the Annual Meeting, to enact legislation relative to the Association, and to make general regulations governing the work of the Executive Committee and of Community Associations. It shall meet annually, holding its first session on the first day of the Annual Meeting at an hour and place to be designated in the program.

Note: The word "all" in the second sentence, preceding the word "business" is deleted since

it is obvious that some business or details in conjunction with the annual meeting must be transacted immediately preceding and following the meeting of the Assembly of Delegates.

ARTICLE VII, SECTION 6

(The Assembly of Delegates shall appoint a Committee on Necrology and a Committee on Resolutions in such a manner that they shall be continuous bodies. Present members of the committees shall serve until the expiration of the terms for which they were appointed. No resolutions requiring expenditure of money shall be reported which shall not contain the clause "Provided the unappropriated funds in the Treasury of the Association will justify such expenditure.")

Note: This section has been taken out of this article and placed in By-Law V—Section A under "Duties of the Executive Committee" since it was the consensus of the Revision Committee that precious time of the Assembly of Delegates should not be consumed in the electing of a Committee on Necrology and a Committee on Resolutions. It was the thought of the Revision Committee that these two committees might well be appointed by the Executive Committee as other committee members are appointed.

ARTICLE VII, SECTION 9

The President of this Association and the chairman of (all committees) **each committee** shall be ex-officio members of the Assembly of Delegates with voice but not vote.

Note: In the above section the word "each" is substituted for the words "all committees" in order to improve the structure of the sentence.

ARTICLE VIII, SECTION 2

The officers of a Community Association shall be a president, a vice-president, secretary-treasurer, and an Executive Committee of five members. The president and vice-president shall be ex-officio members of the Executive Committee. There shall be three members of the Executive Committee elected to serve for a term of three years, (the three elected in 1937) **except that in Community Associations organized hereafter, the first three members shall be elected for terms of one, two and three years respectively. Thereafter one member shall be elected each year to serve for a term of three years.** The Executive Committee shall constitute a Committee on Policies and Plans for the Community Teachers Association. It shall be the duty of the Committee on Policies and Plans to work in conjunction with the Committee on Policies and Plans of the State Association, to bring before the Community Teachers Association and where appropriate and necessary to the general public such measures and suggestions as the State Committee on Policies and Plans may desire to have emphasized in the Community Teachers Association; to prepare and sponsor at least three programs each year, to do such work as would appropriately belong to a Committee on Policies and Plans. The Executive Committee of the Community Teachers Association shall appoint a nominating committee composed of three members who shall serve for a term of three years,

except that in (1937) **Community Associations organized hereafter**, the first three members shall be appointed for one, two and three years respectively. **Thereafter one member shall be elected each year to serve for a term of three years.** The nominating committee shall nominate and make public the names of candidates at least ten days before the annual election. Other candidates may be nominated from the floor by any member of the Community Teachers Association at the time of the election.

Note: The two changes in this section merely eliminate the date "1937," which appears in two places, bringing this section up to date.

ARTICLE VIII, SECTION 3

The officers of the Community Association shall perform the duties which customarily pertain to their respective offices. In addition, it shall be the duty of the (Chairman) **President**, or in his absence, of the (Vice-Chairman) **Vice-President** immediately upon notice from the Executive Committee of this Association, to call together the members of the Community Association, within the number of days stipulated by the Executive Committee to receive any communication from the Executive Committee or to take a vote upon any proposition which the Executive Committee thinks advisable to place before the Community Association. The result of the meeting shall be reported within one day by the Secretary of the Community Association to the Secretary of the State Teachers Association. The Secretary-Treasurer of the Community Association shall account to the Community Association for all funds paid to him, submitting an itemized account at least twice a year. He shall furnish, also at any time, any records, or statements requested by the Executive Committee of this Association. In case any officer of a Community Association fails to perform his duty in accordance with the provisions of this section, his office may be declared vacant by the Executive Committee, and it shall be the duty of the Community Association at the next meeting to fill vacancies so created.

Note: The two changes in the above section are made so that the titles of the officers will conform to the titles in a preceding section.

ARTICLE XV

This Constitution may be altered or amended at any regular meeting of the Assembly of Delegates by a majority vote of the delegates present and voting; but any proposed change must be submitted (in writing) **by petition, having the signatures of fifty or more active members**, to the Secretary-Treasurer of this Association at least sixty days before the Annual Meeting; must be brought before the Community Associations for consideration by publication in the official organ of this Association; must be published in the Annual Program; and must be read before the Assembly of Delegates at least two hours before it is acted upon.

This Constitution may also be amended by the Initiative and Referendum, as described in Article XII, Section 2, provided that the proposed amendment be submitted to the Secretary at least sixty days before it is voted on, and

be published in the official organ of the Association, thirty days before being voted on.

Note: The one change in Article XV provides that a proposed amendment to the Constitution must be accompanied by the signatures of fifty active members. It was the thought of the Committee that any amendment worthy of consideration would have no difficulty in getting a sufficient number of signatures for submission, and that such a change might tend to prevent the submission of amendments which have not been duly considered.

BY-LAWS

LAW III

(It shall be the duty of the Executive Committee to use every effort to secure more adequate salaries for teachers. It shall hold a meeting within two weeks after the adoption of this Constitution to consider this matter. In conjunction with the Legislative Committee it shall actively seek the cooperation of other organizations in the State capable of rendering assistance. The Assembly of Delegates at the Annual Meeting in 1920, after a permanent organization has been affected and committees have been appointed, shall make the first order of business the full consideration of measures necessary to be taken in order to secure recognition of the just dues of teachers in connection with salaries.)

Note: It was the thought of the Revision Committee that this section had become quite antiquated.

LAW V—SECTION A

a—The Executive Committee shall constitute a permanent committee on Welfare of Teachers, and shall be authorized to appoint a special Committee on Legislation for each session of the State Legislature.

b—The Executive Committee shall appoint a special Committee on Sources of School Revenue, to be made up of three members, whose duty it shall be to investigate sources of school revenue for educational purposes and to make recommendations to the Executive Committee at least once a year.

c—The Executive Committee shall appoint a Policy and Plans Committee whose duty it shall be to plan long term policies for the Association and report such plans and policies to the (Assembly of Delegates at its Annual Meeting) **Executive Committee**. The Policy and Plans Committee shall consist of ten members, two to be appointed each year for a term of five years.

d—The Executive Committee shall appoint in like manner a special Committee on Teachers' Salaries and Term of Office, to be made up of three members, whose duty it shall be to investigate teachers' salaries and term of office in Missouri and make recommendations, (including a scale of salaries,) to the Executive Committee at least once a year. The Executive Committee shall take such immediate action as seems advisable and shall report thereon to the Annual Meeting of the Assembly of Delegates.

e—The Executive Committee shall appoint, in like manner, a Committee on Professional Standards and Ethics to consist of three mem-

bers whose duty it shall be to make recommendations thereon to the Executive Committee (and to the Assembly of Delegates).

f—The Executive Committee shall appoint a Committee on Necrology and a Committee on Resolutions in such a manner that they shall be continuous bodies. No resolutions requiring expenditure of money shall be reported which shall not contain the clause "provided the unappropriated funds in the Treasury of the Association will justify such expenditure."

The reports of these several committees shall be presented in full by the Executive Committee to the Assembly of Delegates.

It shall be the duty of the Executive Committee to prepare and furnish to each member of the Assembly of delegates at least fifteen

days before the Annual Meeting a copy of the suggested order of business and a list of the properly elected delegates and alternates.

Note: Two of the changes in this law are merely to bring the Constitution in line with present practice in the handling of committee reports. The phrase "including a scale of salaries" was not deemed necessary, and hence deleted. The responsibility for the appointment of the Committee on Necrology and the Committee on Resolutions is hereby delegated to the Executive Committee in order to expedite the work of the Assembly of Delegates. The form of the law has been changed to make it more readable.

A general motion should provide for the renumbering of sections where needed.



Informal Discussion of Proposed Changes in Constitution of M. S. T. A.

Question—Has the Revision Committee not ignored the dangers which threaten to overthrow our nation and its free institutions?

Answer—The Committee recognized them and incorporated in Article II, Object, the fact that our democratic way of life depends upon the efficiency of our public schools.

Question—Why has the Committee eliminated from Article V, Election of Officers, the clause "at least one of whom shall be a woman and at least one of whom shall be a classroom teacher"?

Answer—The Committee believed that this section had failed utterly in its purpose. In reality, the District Caucuses had complied with this provision but after the nominations of these women and classroom teachers within the caucus, the provision did not guarantee their election as members of the Executive Committee. The statement has been made frequently that this clause served merely as a subterfuge and defeated the very purpose for which it had been incorporated within the Constitution.

Question—How does the Committee propose to protect the rights of the women and classroom teachers?

Answer—The Committee recognizes that women and classroom teachers constitute the majority of members of the Missouri State Teachers Association and that there-

By BERTHA M. RIGHTMIRE
Member Constitutional Revision
Committee

Teacher, St. Joseph

fore they do not require any specific sections protecting their rights. When women and/or classroom teachers wish to assert their rights, they can elect their representatives to whatever and to as many offices as they so desire.

Question—How does the National Education Association provide that men and women shall hold the office of President alternately?

Answer—Some years ago, the women delegates to the N. E. A. asserted their rights and demanded that their superiority in numbers and their equal qualifications should be recognized and that a woman should have the presidency on alternate years. They have succeeded in making this a tradition and the same system could be established in our state association if the women and classroom teachers will it.

Question—Why was the nomination of the candidates for the Executive Committee taken out of the District Caucuses?

Answer—The Committee believed that this would expedite the work of the House of Delegates. This change would permit outstanding leaders from each district to

have their names presented to the members of the House of Delegates by delegates from their respective districts. This would eliminate the District Caucuses in which prolonged and bitter disputes have occurred before a final agreement had been reached on the nominees to be presented to the House.

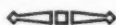
Question—Why did not the Committee restrict the number of candidates who could be nominated from each district?

Answer—The Committee believed that

any limitation would be undemocratic.

Question—Why has the Committee proposed that amendments to the Constitution shall be proposed by petitions bearing the signatures of fifty or more active members?

Answer—Under the existing Constitution, any one person may propose an amendment. The Committee believed that any change in the constitution should be endorsed by a representative group, rather than by an individual.



Received E. M. Carter Memorial Award

MISS LILLIAN SAWFORD, Otterville, Missouri, is the first person to receive the E. M. Carter Memorial Award. This award of \$100.00 was established by the Executive Committee of the Missouri State Teachers Association on October 12, 1940 and is to serve as a reminder of the contributions to public education made by E. M. Carter during his life, twenty-five years of which was in the service of the M.S.T.A. as its Executive Secretary.

Miss Sawford was born April 25, 1911 on a farm near Smithton, Mo., where her parents still live. She attended the Smithton public schools, graduating from high school in 1929. The following fall she entered Central Missouri State Teachers College where she majored in the field of commerce and was graduated with the degree of Bachelor of Science in Education.

Her first teaching was done in the high school at Prairie Home, Missouri, where she taught bookkeeping and English. The following year she accepted a position in the high school at Linn, Missouri, as commercial teacher. She served in this capacity for five years.

In the spring of 1940 Miss Sawford resigned the position at Linn to enter the graduate school at the University of Missouri. She majored in secondary education and on June 13, 1941, graduated with the degree Master of Education. Miss Sawford at the present time is employed to teach commerce in the Festus high school.

In setting up some of the basic requirements for making the award the Executive Committee stated the award should "be presented to the graduate student in the



MISS LILLIAN SAWFORD

first year of graduate work enrolled in the Graduate Department of the School of Education of the University of Missouri who is a classroom teacher. The award shall be made on the basis of successful teaching experience, superior scholarship, and professional promise as a classroom teacher, and as determined by the faculty of the School of Education."

Educational Planning in Missouri

SEVERAL YEARS AGO the creation of the Educational Policies Commission caused a number of the state educational associations to become interested in educational planning and policy-making. In 1936 the Missouri State Teachers Association created a Policy and Plans Committee, and this Committee has been at work slowly, cautiously, and perhaps somewhat ineffectively, since that time.

During the first two or three years of the Committee's existence much time was spent trying to determine the functions of a Policy and Plans Committee. Some members took the position that the work of the Committee should be almost altogether of a philosophical character, while other members believed that the Committee should attack the very practical problems involved in school organization, administration, financial support, etc. As a result of these somewhat divergent, but not necessarily discordant points of view, the Committee finally set up last spring a series of Goals for the Missouri State Teachers Association. These Goals involve a great deal of educational and social philosophy, while at the same time they touch upon many of the very practical problems in carrying on the work of the public schools.

The publications of the Educational Policies Commission have been effectual guides and stimulating influences in the work of the Policy and Plans Committee, and the Goals just mentioned and the various pronouncements of the committee from time to time are in no way inconsistent with the theories and philosophies set up by the Educational Policies Commission. While the Policy and Plans Committee is wholly in accord with the pronouncements of the Educational Policies Commission, the Committee believes that we in Missouri should give definite interest and attention to the very practical problems of school organization, school administration, school support, and school teaching. Therefore, this report which has been prepared for a series of regional conferences is an attempt to combine educational philosophy

*Note—This address has been given by Dr. Coyle before groups of interested school people at Maryville, Kirksville, Warrensburg, and Cape Girardeau.

It is a discussion of the goals of the Missouri State Teachers Association as set up by the Policy and Plans Committee. The typical program at these meetings has been this presentation by Dr. Coyle, a discussion of it by a previously designated discussion leader, a general group discussion, and the setting up by the group of machinery for wider general discussion in smaller areas throughout the State.

Somewhat typical of the last mentioned phase was the action of the Maryville group. Here, a committee with County Superintendent Hugh Graham as chairman, and the officers of the Northwest Missouri schoolmen's club—the Knights of the Hickory Stick—as members, was given the responsibility for the setting up of a plan for the discussion of *Our Goals* in each of the Community Association of the Maryville District.

By DR. IRVIN F. COYLE*

Chairman, Policy and Plans Committee
Missouri State Teachers Association

as we see it today and some of the practical problems confronting public education in the State of Missouri.

The Goals referred to above state that the primary purpose of the Missouri State Teachers Association is the improvement of the effectiveness of the schools. The Goals give attention first of all to the improvement of the teaching staff, and the first consideration in staff improvement is the problem of selection and preparation of candidates for the teaching profession and the improvement of teachers after they enter the profession. It is true perhaps that we do not possess satisfactory means of predicting the success which young people are likely to have as they go into the work of teaching. It is true also that educational institutions supported from public funds may face some difficulty in the weeding out of undesirable trainees in the field of teaching, but on the other hand it seems that as we raise the technical requirements for teaching we should also give serious attention to the matter of selecting trainees. Too many persons have gone into teaching with the idea "if I can't do anything else, I can teach." Teacher training institutions would be justified in devising means of selecting for teacher training and certification only those persons who could be developed into dynamic teachers.

Dr. Counts in the Educational Policies Commission publication *The Education of Free Men in American Democracy* said, "If organized education can play even a small part in the battle to preserve the great heritage of human freedom against the sweep of dictatorship, the selection and preparation of those who are to be entrusted with the immediate conduct of the public school constitute an undertaking of deepest gravity. Only the choicest young men and women should be admitted to training—young men and women of fine human qualities and reared in the tradition of democracy."

It is quite probable that certification requirements and certification procedures will need some improvement as we attempt to raise standards for the technical training and the personal qualities of those who enter and remain in the profession of teaching. Many significant advances have been made in the problems of teacher certification in the past ten to fifteen years, but we should continue to give our attention to this very important matter.

Most of us who have been in the profession a number of years have witnessed considerable improvement in the ethics of the profession, but all of us know, too, that we have yet a long way to go in order to make the profession thoroughly ethical and professional. Many undesirable practices still exist and seem to be accepted by members of the profession and by the laity. The Association as a whole, and all of us in the profession, should strive unceasingly to eliminate the unethical practices which exist and to eliminate from the profession those individuals who permit their conduct to be determined by unethical principles rather than by professional standards.

If Missouri is to have a thoroughly trained and a thoroughly professionalized corps of teachers it is essential that these teachers receive adequate compensation for services rendered. The term "adequate" is somewhat elastic and relative, but most of us would agree that in comparison with other professions teachers very frequently are poorly paid. Quoting again from Dr. Counts, "If the American people desire to defend the democratic faith against assault from within or without, they can scarcely pay too high a price to place—in the public schools of the country men and women of the finest type." The securing of adequate compensation for teaching services is not altogether a problem of educating the laymen or influencing the legislature. The problem involves the improvement of the teaching staff itself in the direction of more thorough training and professionalization.

The insecurity of tenure in the teaching profession is one of the significant reasons why many young men and women of the highest caliber do not choose to enter the work of teaching. The position of the Policy and Plans Committee in setting up the Goals for the Association last spring was that the Association should strive for "security through reasonable tenure provisions." Here again the Committee made its pronouncement very general in character and left it to other committees and to the Association as a whole to work out a program which would provide reasonable tenure. The word "reasonable" should be so construed as to safeguard not only the interests of the profession but likewise the interests of the boys and girls. In *The Education of Free Men in American Democracy*, Dr. Counts said, "Government should guarantee to the teacher of proven worth a just wage, economic security, reasonable tenure, opportunity for continued study and protection from the assaults of all busy-bodies and pressure groups seeking to impose upon him and the school their special and peculiar brands of morals and patriotisms."

For many years the Missouri State Teachers Association, through its various committees, has been interested in securing passage of legislation setting up an adequate program of teacher retirement. Obviously, teacher retirement has two fundamental purposes—one, the prevention of ineffective instruction by

teachers whose age has advanced them to the point where the law of diminishing returns becomes operative; second, the safeguarding of teachers against economic insecurity in old age.

The Policy and Plans Committee, in the Goals set up last spring, stated that one of the means of improving the teaching staff would be "an adequate program of teacher retirement." This is a rather broad statement and makes no suggestion as to what type of program should be developed. On the subject of retirement, I should like to express a point of view which is my own and which may not represent the Committee. For many years I have been only passively interested in the development of retirement plans for special groups in our population. I am more concerned with a system which will safeguard the old age of all people regardless of vocation or profession, and I am yet unable to see the justification in setting up special benefits for special groups. Therefore, I would be much more interested in obtaining extension of social security benefits to include our profession than I would be in setting up a state system of teacher retirement. Until such time that a retirement system of some type is developed, boards of education have the authority to protect the children from ineffective instruction by superannuated teachers. Ordinarily, boards of education in rural areas and small towns do not hesitate to exercise this authority.

The second division under which the Goals, as set up by the Policy and Plans Committee, are grouped is "the improvement of the learning environment." During the past few years there has been a tendency for agencies not heretofore designated as educational agencies to undertake educational programs of one kind or another. It is the present position of the Policy and Plans Committee that all programs of public education should be administered by regularly constituted educational agencies. Our thinking on this particular point is consistent with the philosophy proposed by Dr. Counts as follows: "The first responsibility of government is the establishing of a special authority for the general conduct and supervision of the school. A final responsibility of democratic government in the realm of organized education is to restrain itself and refuse to make full use of its power. Rather should it use its great power to guarantee to the public school the freedom essential to the organization and conduct of education for democracy. The danger is ever present that a government of the moment or of a generation will employ this power to change the mentality of a people and convert free men into subjects. If no limits to its action are recognized or respected, there is always the possibility that democratically established government, through the prescription of educational programs and the suppression of thought and the spirit of inquiry, may gradually mold the character of a people according to the totalitarian pattern."

There is considerable thought in this state to the effect that school district organization

is not now as effective as it might be. Some have gone so far as to say that the reorganization of school districts is one of the greatest educational needs in Missouri at this time. It was believed by many in 1929 and 1930 that we were about to develop, in what later became known as the 1931 School Law, a new code of school laws that would result in wide spread reorganization of school administrative units. The effect of the 1931 law, however, was to stop the consolidation movement which had been going on and to maintain school district organization at approximately the status it had reached at the time the law was passed.

It is not the position of the Policy and Plans Committee to urge any particular plan for decreasing the number of school units, but the Committee believes that more effective organization could be developed and that the Association should concern itself with this important problem.

Among members of the Policy and Plans Committee there is some sentiment for the vertical extension of education both upward and downward. Any extension of educational services likely would necessitate additional expenditure of money, and while the best interests of society probably would be served by such an extension, the financial problems involved should be directed toward a solution before such extension is adopted. If this is not done it would appear probable that the present grade levels might suffer somewhat from the withdrawal of funds to support the grade levels involved in the extension.

The Policy and Plans Committee is wholeheartedly in support of an effective system of state supported higher education. No recommendations are made by the Committee at this time for the improvement of higher education as it is now organized and administered. The Committee has not yet given attention to this particular aspect of our state school system.

One of the very important items in the improvement of the learning environment is the removing of education, both state and local, from the whims and caprices of partisan politics. Various members of the Policy and Plans Committee have expressed themselves on this particular point in many of the committee meetings. However, instead of quoting from our own group I should like to bring to your attention a few statements from **The Education of Free Men in American Democracy**. You have observed by this time that I am using Dr. Counts' book very freely, and I do so because this particular publication of the Educational Policies Commission is now uppermost in the thinking of educational leaders throughout the state and nation.

On the problem of removing education from the ill effects of partisan maneuvers I should like to quote as follows: "Democratic education, although sensitive and responsive to social change, is at the same time independent of the passions and narrowly partisan battles of the moment and is dedicated to the service of

the long-time interests of children and society. Democratic education must be free from the immediate domination of any and every minority, class, party, church, sect, or organization bent on using the school or the teacher to promote its special purposes or its special conception of public purposes."

"The solution of the problem of control of education is not to be found in the transfer of all power to the institutions and officers of government. Such a solution, even though the state is responsive to the general will, constitutes a wholly inadequate safeguard of the education of free men. The control of a program of education dedicated to the realization of the democratic faith must express a delicate adjustment among the agencies of government, the profession of teaching, and the people."

It is the sentiment of members of the Policy and Plans Committee that the public schools and the other social agencies which have significant effects upon young people and upon society in general should work in greater cooperation than these agencies have in the past. We believe that the general objectives of the various social agencies bear such kinship to each other that it would be possible for these agencies and institutions to become complementary in much higher degree in serving the needs of society.

The Committee holds the point of view that the public school has been somewhat negligent in acquainting the people with the purposes and practices of public education. While the Committee would be opposed wholeheartedly to any type of public relations program which bordered on the unethical or which degenerated into a cheap type of advertising, the Committee believes that in many instances the best interests of the schools are poorly served and that in considerable degree the proper reaction on the part of the public is not forthcoming because the people have not been properly informed.

In the Goals which the Policy and Plans Committee set up there is a statement to the effect that public education should receive support from local, state and federal sources. Quoting from Dr. Counts again, "A second responsibility of democratic government is to provide generous and sustained financial support for organized education. This is required, first of all, by the basic articles of the democratic faith. According to that faith, the cultural heritage of mankind, the heritage that makes possible the intellectual and moral development of the individual, belongs to all men and not to any privileged order or race. Since the public school is society's special agency for opening the doors of this heritage to the young, it must be made generally and evenly accessible to all."

The Committee believes that the federal government is justified in giving support to public education in the various states somewhat as states give support to the local districts within their borders. On the other hand, federal funds probably should not be distributed so as to place certain aspects of education

in a position more favorable from the financial point of view than other aspects. No plans should tend to develop divisions in the public school program. I have not been able to see the justification for giving special federal aids to certain school departments and withholding it from others, which perhaps are as essential, but whose results may not be so easily discernible to the casual observer. I realize this is a question on which we might not be able to agree, even among ourselves, but undoubtedly it is one that should receive our very serious thought. It is the position of the Policy and Plans Committee that the plan of distribution of federal aids to education in Missouri should be determined by the state's regularly constituted educational authorities.

Many of you are aware of the fact that within the last few years there has been developing a cleavage between the large cities of Missouri and some of the rural and town areas over the problem of distribution of state school funds. I regard this division in our group as a threat of extraordinary gravity to the welfare of public education in Missouri, and I am of the opinion that one of our major problems just now, if not the most important one, is the resolving of this difficulty. Furthermore, the difficulty should be ironed out within our own ranks by the method of serious study and peaceful discussion. It is a grievous error to let our differences become unfriendly and to air these differences before groups outside the profession.

There must be some basis for this crucial problem, and if the basis lies within the 1931 school law itself, the law should be revised.

Again I speak not for the Policy and Plans Committee but from a purely personal point of view. Before the 1931 School Law was passed I held the opinion that a school levy of twenty cents was too low to serve as a basis for the distribution of equalization funds. I am still of that opinion. I subscribe to the theory that the fact that a boy or girl lives in a rural area should not deny the boy or girl the right to a public school education. On the other hand, I believe equally as firmly that the fact that the parents of this boy or girl live in a rural district should not excuse the parents from the payment of reasonable taxes for the support of public education. The 1931 School Law, in large measure, takes care of the costs of transportation and tuition of rural students attending nearby high schools. I have not been convinced of the justification for an arrangement which gives the rural pupils a high school education and permits the rural people to pay exceptionally low tax levies while the towns and cities which provide the high school facilities must of necessity assess themselves at a much higher figure.

I have always thought that a levy considerably higher than twenty cents would be a fair tax basis for the distributing of equalization funds, if we are to use a single basis for statewide application. Perhaps there should be different bases for rural areas, small town areas, and the large cities in order to qualify these

different areas for participation in state school fund benefits. Perhaps there should be a levy much higher than the one now required of rural districts if their districts are to be permitted the benefits of transportation and tuition for their children attending high schools.

Everyone is aware of the demands now being made upon state revenues by agencies and institutions which are comparatively new in our society. The public schools of Missouri must be of such character that they will merit adequate financial support, and the people must appreciate the value of public education to such extent that the schools may continue to receive the necessary part of state revenues.

I am not a student of state school finance and I am merely making suggestions which might serve as bases for discussions and study.

I believe that this problem of distributing state school moneys must undergo some revisions; I think the solution must be worked out within our own ranks and then presented by a unified Association to the General Assembly for whatever legislative enactments may be necessary. On this particular point the Policy and Plans Committee stated that school funds should be distributed "in such manner that all sections of the State will be interested in securing and maintaining an effective state school program."

The concluding section of the Goals concerns itself with the improvement of the learning environment through adjustments of curricula and methods for the purpose of adapting education to the needs of the individual, to the needs of society, and for the further purpose of giving meaning to, and appreciation of, the fundamental obligations and privileges in American democracy. Without attempting to discuss improvements in curricula and methodology, I should like to point out that chapters 4 to 7 inclusive of *The Education of Free Men in American Democracy* contain valuable information on these particular subjects. These chapters are for the most part in the nature of objectives and ideals toward which to work rather than detailed curricula and methods to employ. Undoubtedly this new publication by the Educational Policies Commission is now receiving and will receive in the near future great attention on the part of school people throughout the country, and it perhaps would be wise on the part of the profession to acquaint the public with the contents and implications of this monograph.

Dr. Counts says that "Democracy is a vast and complex cultural achievement in the sphere of human relations and social values. Like all of man's finest achievements, it is extremely delicate and fragile, difficult in the highest level of excellence, and easy to let follow a course of gradual degradation. Democracy exists only in the patterns of behavior, feeling, and thought of a people."

In describing a democratic society, Dr. Counts points out that free men should have certain loyalties. Among the eight loyalties suggested in chapter five of the monograph are

the following ones which seem not to be as well advanced as they should in our society.

1. The free man is loyal to the principal of human equality and brotherhood.
2. - - to the obligation to work.
3. - - to the supremacy of the common good.
4. - - to the obligation to be socially informed and intelligent.

From my particular point of view, Chapter 7 in the Counts monograph is the most interesting of all. The title of this chapter is the "Discipline of Free Men." Dr. Counts says, "At no time in the history of American education has a concerted effort been made to rear a generation in the discipline of free men. Indeed, at no time has the teaching profession been fully aware of the problem. The discipline of free men cannot be achieved by subjecting the young for a period of years to the regimen of a slave; neither can it be achieved by allowing the young to follow their own impulses and take over the processes of education. It can be achieved only by living for years according to the ways of democracy, by rendering an active devotion to the articles of the democratic faith, by striving to make the values and purposes of democracy prevail in the world, by doing all of these things under the guidance of the knowledge, insight, and understanding necessary for free men."

I like to think of democracy as a great social system involving all of man's activities, a social system in which everyone may do as he pleases; but I am firmly convinced that in a democratic society one may do as he pleases only up to the point where what he pleases to do may begin to interfere with the rights and privileges of others. Furthermore, in a democratic society each individual stops himself, without external compulsion, before his conduct results in encroachments upon the rights and privileges of other people. If we should bring ourselves to a genuine acceptance of this point of view we would find that the common good would be uppermost in our thinking. Democratic government, in nearly all its ramifications, seeks to develop and preserve the rights and privileges of the individual and at once the general welfare. Under the moral and social philosophy here suggested government and other social institutions probably would not want for the willing cooperation of the people.

Too many of us think of democracy principally from the point of view of the privileges which it gives us, but I should like to suggest that practically every privilege carries with it a corresponding obligation. I believe we have fallen short in teaching the obligation aspect of democracy. This whole philosophy was stated uniquely by Katherine Lee Bates when she wrote "America the Beautiful." You will recall the lines "Confirm thy soul in self control, by liberty in law."

A democratic society must be a society of discipline; it must be a society of restraints, but

the discipline and the restraints are placed upon the people willingly by the people. This is not a particularly new philosophy; it is about two thousand years old, but its value has not been recognized fully.

The Policy and Plans Committee thought it worthwhile to conduct regional conferences throughout the state this fall for the purpose of stimulating thinking on some of the major problems of public education and for the further purpose of attempting to unify the teachers of Missouri on at least some of our major problems. I have called particular attention to one major problem upon which it is very important that our thinking become harmonized and coordinated. The Policy and Plans Committee would like to receive from members of the profession suggestions as to contributions which the committee can make to the preservation, improvement, and advancement of public education in Missouri. It is our hope that such suggestions may come from this and similar meetings and that the work of the Association may go forward effectively, to the end that public education may find a higher level in the direction of a stable and thoroughly democratic enterprise. If these conferences should stimulate discussion on the part of individuals and groups throughout the State and if they may serve to focus the attention of groups and individuals on the important problems of public education, our time and efforts will have been repaid many fold.

GRAHAM PUBLIC SCHOOL HEALTH PROGRAM

The health program of the Graham Consolidated school, started in 1934, is sponsored by the Parent-Teachers Association, with the cooperation of two local physicians and the school. This program not only includes the pupils of the Graham district but also all the children between the ages of six months and eighteen years in the Hughes Township.

Efforts have been made to obtain a 100 per cent immunization against diphtheria and small-pox and a large per cent of the pupils have been given the tuberculin test. The few who had positive reactions have been x-rayed to determine what further attention they should receive. A complete health record of each child is kept on file in the superintendent's office.

Last year this district and the township had 100 per cent immunization against diphtheria and 75 per cent were vaccinated against small-pox.

The program provides for a complete medical and dental examination in the spring for all children before they enter school, with a check-up in the fall to see if defects have been corrected.

DISTRICT TEACHERS ASSOCIATION PROGRAMS

Central Missouri Teachers Association, Warrensburg

October 9-10



J. S. Maxwell

OFFICERS

J. S. Maxwell, Warrensburg, President
B. B. Ihrig, Smithton, Vice-President
Fred W. Urban, Warrensburg, Managing Secretary
G. E. Hoover, Warrensburg, Treasurer

Executive Committee

D. W. McEowen, Harrisonville
T. A. Reid, Warsaw
W. H. Guenther, Lexington
F. W. Urban, Warrensburg
J. S. Maxwell, Warrensburg



F. W. Urban

FIRST GENERAL SESSION

Thursday Morning, October 9

Hendricks Hall

Mr. J. S. Maxwell, Presiding

- 9:00 College Orchestra, Directed by Alfred W. Blecksmidt, Associate Professor of Music, C.M.S.T.C.
Invocation, Rev. T. Cecil Swackhamer, Pastor, Methodist Church, Warrensburg.
A Word of Welcome, Mr. George W. Diemer, President of Central Missouri State Teachers College.
Response, Mr. J. S. Maxwell, President of the Association.
- 9:30 "Driver Education in High Schools," Mr. H. H. Mobley, Missouri State Highway Department.
- 10:00 "The Effects of Recent Events in Europe," Mr. Alexander Kerensky, Premier of Russia, 1917.
- 11:00 "Brazil" (Illustrated Lecture), Mr. Julien Bryan, World Traveler and Lecturer.

Thursday Afternoon, October 9

Hendricks Hall

Mr. B. B. Ihrig, Presiding

- 1:30 County Meetings.
- 2:00 Meetings of Standing Committees.
- 2:35 Sectional Meetings.
The selection of a presiding officer for 1942 is the first order of business for each sectional meeting. There will be sectional meetings in the following: Art, Audio-Visual Education, Commerce, English, Guidance, Home

Economics, Industrial Arts, Mathematics, Music, Physical Education, School Publications, and Science.

SECOND GENERAL SESSION

Thursday Evening, October 9

Hendricks Hall

Mr. J. S. Maxwell, Presiding

- 7:30 Address, Mr. Lloyd W. King, State Superintendent of Schools.
- 8:00 "Schools During and After the National Emergency," Mr. R. M. Inbody, President of the Missouri State Teachers Association.
- 8:30 Two-act Play, Amadrams, Directed by Miss Nora Geeslin, Assistant Professor of English, C.M.S.T.C.

THIRD GENERAL SESSION

Friday Morning, October 10

Hendricks Hall

Mr. B. B. Ihrig, Presiding

- 8:45 Music.
- 9:00 "Culture and the Market Place," Dr. James Shelby Thomas, Former President, Chrysler Institute of Engineering, Detroit, and of Clarkson College of Technology, Potsdam, New York, Member of the Advisory Council for Vocational Education in the State of New York.
- 9:55 Business Meeting.

DIVISIONAL MEETINGS

Friday Morning, October 10,

10:40-12:00 O'clock

The following divisional meetings will be held: Administrators and High School Elementary, and Rural School.

Northwest Missouri Teachers Association, Maryville October 9-10



Leonard Jones

OFFICERS

Leonard Jones, St. Joseph, President
Earle S. Teegarden, Kingston, First Vice-President
E. A. Hammond, Plattsburg, Second Vice-President
E. F. Allison, Hamilton Third Vice-President
Bert Cooper, Maryville, Secretary
Hubert Garrett, Maryville, Treasurer

Executive Committee

C. K. Thompson, Pattonsburg
H. S. Thomas, Maryville
H. D. Williams, Craig



Bert Cooper

FIRST GENERAL ASSEMBLY

Thursday, October 9, 9:00 A. M.

Auditorium Northwest Missouri State Teachers College

- Mr. Leonard Jones, President, Presiding
- 9:00 Invocation, The Reverend W. H. Hackman, First Methodist Church, Maryville.
- 9:05 Music,
- 9:15 Address, Mr. Leonard Jones, President, The Northwest Missouri Teachers Association.
- 9:30 Address, "Culture and the Market Place," Dr. James Shelby Thomas, former president, Clarkson College, Potsdam, N. Y., Lecturer, Author.
- 10:30 Address, "The Education of Free Men in American Democracy," Dr. William E. Drake, Associate Professor of the History and Philosophy of Education, University of Missouri.
- 11:30 Announcements.
- 11:45 Adjournment.

SECOND GENERAL ASSEMBLY

Thursday Afternoon, October 9

Mr. Earle S. Teegarden, First Vice-President, Presiding

- 3:00 Address, "The Challenge of Science," Dr. Gerald Wendt, America's Foremost Interpreter of Science.
- 4:00 Adjournment.

ANNUAL "HOMECOMING"

Thursday, October 9

- 6:00—"Homecoming" and Teachers Association Dinner, Main Street Methodist Church.
- 7:00 Music.
- 7:10 Annual Business Meeting.
- 7:50 Adjournment to General Assembly, College Auditorium.

THIRD GENERAL ASSEMBLY

Thursday, October 9, 8:00 P. M.

- Mr. Uel W. Lamkin, President the Northwest Missouri State Teachers College, Presiding
- 8:00 Music, The All-District High School Orchestra, Mr. Reven S. DeJarnette, Chairman, Department of Music, The Northwest Missouri State Teachers College; Mr. W. Glenn Ruff, Conductor.

- 8:30 Address, "Brazil"—Illustrated Lecture, Mr. Julien Bryan, World Traveler and Lecturer.

- 9:45 Adjournment.

FOURTH GENERAL ASSEMBLY

Friday, October 10, 9:00 A. M.

Dr. J. W. Jones, Dean of the Faculty, The Northwest Missouri State Teachers College, Presiding

- 9:00 Music, The All-District High School Orchestra, Mr. Reven S. DeJarnette, Chairman, Department of Music, The Northwest Missouri State Teachers College; Mr. W. Glenn Ruff, Conductor.
- 9:30 Address, "Good Neighbor or Dictator, Who Wins Latin-America," Mr. Guy Hickok, Director of NBC's International News Service, War Correspondent and Writer on European Affairs.
- 10:30 Address, The Honorable Lloyd W. King, State Superintendent of Schools.
- 11:05 Address, "Schools During and After the National Emergency," Mr. R. M. Inbody, Roosevelt High School, St. Louis and President of the Missouri State Teachers Association.
- 11:40 Announcements.

FIFTH GENERAL ASSEMBLY

Friday, October 10, 3:00 P. M.

Mr. Leonard Jones, President, Presiding
Platform Guests—Association Officers elected for 1941-42

- 3:00 Introduction of New Officers, Mr. Leonard Jones.
- 3:15 Address, "The Effects of Recent Events in Europe," Mr. Alexander Kerensky, Premier of Russia, 1917.

DEPARTMENT SESSIONS

Thursday Afternoon, October 9

The following departments will hold meetings Thursday afternoon beginning at 1:15 P. M.: Music, College and High School, Elementary and Rural Schools, and Science.

Friday Afternoon, October 10

The following departments will hold meetings Friday afternoon: Speech, High School Guidance and Administration, Rural School, Elementary School, and High School English.

Northeast Missouri Teachers Association, Kirksville

October 9-10



Geo. H. Haden

OFFICERS

Geo. H. Haden, New London, President
 Alma Vaughn, Paris, First Vice-President
 Vernon Russell, Columbia, Second Vice-President
 L. A. Eubank, Kirksville, Secretary-Treasurer

Executive Committee

T. Dean Adams, Palmyra
 Mrs. Virginia Bethards, Shelbyville
 D. D. Johnson, Shelbyna
 W. E. Sears, Kirksville



L. A. Eubank

FIRST GENERAL SESSION

Thursday, October 9, 9:30 A. M.
Kirk Auditorium

- Mr. Geo. H. Haden, President, Presiding
- 9:30 Music, Kirksville Senior High School.
 Invocation, Rev. Ralph M. G. Smith,
 First Baptist Church, Kirksville.
- 9:45 Welcome, Dr. Walter H. Ryle, Presi-
 dent, Northeast Missouri State Teach-
 ers College.
 Response, Mr. Geo. H. Haden, Presi-
 dent of the Association.
- 10:00 "Schools During and After the National
 Emergency," Mr. R. M. Inbody, Roose-
 velt High School, St. Louis, and Presi-
 dent of the Missouri State Teachers As-
 sociation.
- 10:30 Address, Mr. Lloyd W. King, State Su-
 perintendent of Schools.
- 11:00 "Good Neighbor or Dictator, Who
 Wins South America," Mr. Guy Hic-
 cock, Director of N.B.C.'s International
 Division News Service, War Corre-
 spondent, and Writer on European Af-
 fairs.

HOME ECONOMICS LUNCHEON

Thursday, October 9, 12:15 P. M.
Room 314, Science Hall

"Problems in Program Evaluation," Speaker
 to be announced.

DELEGATE MEETING

Meeting of the House of Delegates, Thurs-
 day, October 9, 1:00 P. M. Room 101, Pickler
 Library.

DEPARTMENTAL SESSIONS

Thursday Afternoon, October 9

The following departments will hold meet-
 ings starting at 1:30 P. M.: Rural Elementary
 Education and Elementary School Principals,
 Business Education, Fine Arts, School Admin-
 istration, Mathematics, and Agriculture.

Beginning at 3:00 P. M., the following de-
 partments will hold meetings: Language and

Literature, Science, Music, Social Science, In-
 dustrial Arts, High School Athletic Associa-
 tion, and Missouri Congress of Parent and
 Teachers.

SCHOOLMASTERS CLUB BANQUET

Thursday, October 9, 6:00 P. M.
Masonic Temple

East Harrison Street, Two Blocks East of
 Public Square. Seventy-five cents per
 plate. Music furnished by the Kirks-
 ville Senior High School.

SECOND GENERAL SESSION

Thursday, October 9, 8:00 P. M.
Kirk Auditorium

- Miss Alma Vaughn, First Vice-President,
 Presiding
- 8:00 Music, All-District High School Or-
 chestra, Mr. Karl E. Webb, Director.
- 8:30 "Education for Freedom," Dr. Ruth
 Alexander, Writer, Economist, and
 Lecturer.
- 9:30 Social Hour and Dancing, Carl Atte-
 bery's Orchestra, Courtesy of the Kirks-
 ville Chamber of Commerce.

THIRD GENERAL SESSION

Friday, October 10, 9:30 P. M.
Kirk Auditorium

- Mr. Vernon Russell, Second Vice-President,
 Presiding
- 9:30 "The Effects of Recent Events in Eu-
 rope," Mr. Alexander Kerensky, Prem-
 ier of Russia, 1917.
- 10:30 "The Possibilities and Benefits of Driv-
 er Education in High School," Mr.
 Charles E. Brisley, Safety Division,
 Missouri State Highway Department.
- 11:30 "The Challenge of Science," Dr. Gerald
 Wendt, America's Foremost Interpreter
 of Science.

Kappa Delta Pi Luncheon

Friday, October 10, 12:00 Noon

Write Miss Elizabeth Gooding, Teachers
 College, Kirksville, for tickets.

SCHOOL AND COMMUNITY

FOURTH GENERAL SESSION

Friday, October 10, 1:30 P. M.

Kirk Auditorium

- Mr. Geo. H. Haden, President, Presiding
1:30 "Brazil" (Illustrated Lecture), Mr. Julien Bryan, World Traveler and Lecturer.
2:30 "Culture and the Market Place," Dr. James Shelby Thomas, Former Presi-

dent, Clarkson College, Potsdam, New York, and Member of the Advisory Council for Vocational Education in the State of New York.

FOOTBALL GAME

8:30 P. M.

Northeast Missouri Teachers vs. Southeast Missouri Teachers. Admission seventy-five cents.

South Central Missouri Teachers Association, Rolla, October 16-17

OFFICERS

Mrs. Lucy McMahan, Linn, President
Lloyd Breuer, Camdenton, First Vice-President
Sam Bayless, Cuba, Second Vice-President
William H. Justice, Pacific, Third Vice-President
B. P. Lewis, Rolla, Secretary-Treasurer

Executive Committee

J. F. Hodge, St. James
Richard L. Terrill, Bland
Glenn C. Smith, Salem
Leonard Gibboney, Belle



Mrs. Lucy McMahan



B. P. Lewis

FIRST GENERAL SESSION

Thursday Morning, October 16

High School Auditorium

This session will begin with community singing led by Edmund Allen of Linn.

Appearing on the program of the First General Session will be: Dr. Roy O. Wyland, National Director of Education and Relationships, Boy Scouts of America, Lloyd W. King, State Superintendent of Public Schools and R. M. Inbody, President Missouri State Teachers Association.

There will be a business meeting by counties at the close of this session.

SECOND GENERAL SESSION

Thursday Afternoon, October 16

High School Auditorium

The Salem band will furnish music for the opening of this session.

The Second General Session will be addressed by Dr. Fred McKinney, Associate Professor of Psychology, University of Missouri, Dr. Henry H. Hill, Dean, University of Kentucky, and C. E. Brisley, Specialist on Safety Education.

THIRD GENERAL SESSION

Thursday Evening, October 16

Parker Hall

This session will be opened with a concert prelude by the Missouri School of Mines R. O.

T. C. Military Band under the direction of Mr. John W. Scott.

Following the concert an address will be given by Dr. Curtis L. Wilson, Dean of Missouri School of Mines and Metallurgy, Rolla.

A number of departmental meetings will be held after this meeting closes.

FOURTH GENERAL SESSION

Friday Morning, October 17

High School Auditorium

Preceding the addresses will be a program of rural music by Ward Wood's pupils. The verse choir, grade five, of Rolla, will present numbers between the addresses.

Headliners for this session will be Dr. Harold Benjamin, Dean School of Education, University of Maryland and Judge Camille Kelly, Judge Juvenile Court, Memphis, Tennessee.

A business meeting will be held at the close of this session.

Friday Afternoon, October 17

Rolla High School

A number of departmental meetings are being arranged for Friday afternoon. There will be music provided by bands and other organizations.

New officers will be presented following the departmental summaries which are to be given at a general assembly.

Southeast Missouri Teachers Association, Cape Girardeau, October 16-17



Roy S. Dunsmore

OFFICERS

Roy S. Dunsmore, Alton, President
C. E. Brewer, Farnfeld, First Vice-President
W. H. Foster, Wardell, Second Vice-President
L. H. Strunk, Cape Girardeau, Secretary-Treasurer

Executive Committee

A. C. Magill, Cape Girardeau
Harrison Dugger, Fisk
H. B. Masterson, Hayti



L. H. Strunk

FIRST GENERAL SESSION Thursday, October 16, 9:00 A. M.

College Auditorium
President, Roy S. Dunsmore, Presiding
Platform Guests, All Former Presidents.
Singing, Led by Naomi Pott, Central High School, Cape Girardeau.
Selections, State Teachers College Orchestra.
Invocation, Rev. Bernard A. McIlhany, First Presbyterian Church, Cape Girardeau.
Address of Welcome, Vest C. Myers, Dean of Southeast Missouri State Teachers College.
Special Music by the Girls' Double Quartet of Caruthersville. Miss Margaret Ashcraft, Director.
Children of the Moon—Elinor Warren
Rain—Harriet M. Turner
The Man I Love—George Gershwin
Address, "Defense of the Americas," Harold Benjamin, Dean School of Education, University of Maryland.
Address, "Education and World Confusion," Clarence A. Dykstra, President, University of Wisconsin.

SECOND GENERAL SESSION Thursday, October 16, 1:30 P. M.

Second Vice-President, W. H. Foster, Presiding
Platform Guests, General Officers, Members of Executive Committee, Department Chairmen, Chairmen of Committees.
Singing, Led by Naomi Pott, Central High School, Cape Girardeau.
The Lancers (an Old American Dance) by Orchesis, State Teachers College.
Address, "The Place of the Public Schools in our American Democracy," Joseph Roemer, Dean of the Junior College, George Peabody College for Teachers, Nashville, Tenn.
Special Music, Central High School, Cape Girardeau, Frieda Rieck, Director.
Address, "Guarantees of Democracy," Ray O. Wyland, Director of Education and Relationship, Boy Scouts of America, New York City.

Address, "Youth in Airplanes—not Covered Wagons," Camille Kelley, Judge of the Juvenile Court, Memphis, Tenn.

DEPARTMENTAL MEETINGS Thursday Evening, October 16

THIRD GENERAL SESSION Friday, October 17, 9:00 A. M. ALL MISSOURI PROGRAM

First Vice-President, C. E. Brewer, Presiding
Organ Selections—

MEMORIAL SERVICES

Address, "Our Schools and the Future," R. M. Inbody, President Missouri State Teachers Association, St. Louis.
Address, Lloyd W. King, State Superintendent of Schools, Jefferson City.
Special Music by the Mixed Chorus of the Flat River Junior College:

My Lovely Annina Italian Folk Song
Maiden Fair, O Deign to Tell Haydn
Without a Song Youmans
Mardi Gras from "The Mississippi Suite" Grafe
Incline Thine Ear, O Lord Arkhangelsky
Hear Our Prayer Teasdale
Address, Mrs. True Davis, President Missouri Congress of Parents and Teachers, St. Joseph, Mo.

Address, "The Psychology of Personality Adjustment," Fred McKinney, Associate Professor of Psychology and Psychologist in the Student Health Clinic, University of Missouri.

FOURTH GENERAL SESSION Friday, October 17, 2:00 P. M.

President, Roy S. Dunsmore, Presiding
Singing, Led by Naomi Pott, Central High School, Cape Girardeau.
Address, Deane W. Malott, Chancellor University of Kansas, Lawrence, Kansas.
Presentation of new president.
Southeast Missouri Orchestra.
Adjournment.

FOOTBALL GAME

Friday, October 17, 7:30 P. M.
Houck Field Stadium
Warrensburg State Teachers College vs. College Indians.

Southwest Missouri Teachers Association, Joplin, October 22-24

OFFICERS



R. W. Anderson

R. W. Anderson, Neosho, President
A. M. Alexander, Nixa, First Vice-President
Miss Jessie Elliff, Springfield, Second Vice-President
Leonard B. Hartley, Hartville, Secretary-Treasurer

Executive Committee

C. H. Hibbard, Ava
Howard Butcher, Joplin
Ray Wood, Bolivar
Elgin Dermott, Lamar
R. W. Anderson, Neosho



L. B. Hartley

COUNTY SUPERINTENDENTS' MEETING

Wednesday, October 22, 2:30 P. M.

Colonial Room, Connor Hotel, 4th and Main
Chairman, Fred Wheeler, Mt. Vernon.
Secretary, J. Bernard Mitchell, Stockton.
Address, Hon. Lloyd W. King, State Supt. of Schools, Jefferson City, Missouri.
Round Table Discussion.
Business Session and Election of Officers.

FIRST GENERAL SESSION

Wednesday, October 22, 7:30 P. M.

Memorial Hall Auditorium, 212 W. 8th
President, R. W. Anderson, Presiding
Music, Joplin High School-Junior College Orchestra, T. Frank Coulter, Director.
Invocation, Rev. W. L. Watson, Connor Avenue Baptist Church, Joplin.
Address of Welcome, E. A. Elliott, Supt. of Schools, Joplin.
Response, C. W. Parker, Supt. of Schools, Ava.
Address, "Have American Educators Kept the Faith," H. Roe Bartle, Youth leader, humanitarian, and traveler, Kansas City, Missouri.

THE ASSEMBLY OF DELEGATES

The first session of the Assembly of Delegates will be held in the Lodge Room, on the second floor of Memorial Hall, at nine o'clock Thursday morning, October 23.

SECOND GENERAL SESSION

Thursday, October 23, 10:00 A. M.

Memorial Hall Auditorium, 212 W. 8th
First Vice-President, A. M. Alexander, Presiding
Music, Joplin High School Choir, T. Frank Coulter, Director.
Invocation, Rev. Francis Arant, South Joplin Christian Church, Joplin.
Address, Dr. Ray O. Wyland, Boy Scout Executive, New York City.
Address, "The Venture of Living Today," Dr. Henry H. Hill, Dean of the University, University of Kentucky, Lexington, Kentucky.

DEPARTMENTAL MEETINGS

Thursday Afternoon, October 23

The following departments will meet Thursday afternoon at 1:30 P. M.: Trades and Industries, Commercial, Agriculture, Vocational Education, Social Science, Dramatics and Forensics, Music, Elementary Grades and Rural, Science, Home Economics, Physical Education, High School Administration, and Art.

THIRD GENERAL SESSION

Thursday, October 23, 7:30 P. M.

Memorial Hall Auditorium, 212 W. 8th
President, R. W. Anderson, Presiding
Music, Joplin High School R.O.T.C. Band, T. Frank Coulter, Director.
Invocation, Rabbi Phineas Smoller, United Hebrew Congregation, Joplin.
Address, Senator Tom Connolly, U. S. Senator from Texas and Chairman, Senate Foreign Relations Committee, Washington, D. C.
Immediately after the close of the above program there will be a Ball and a Pageant in the main arena of Memorial Hall.

DIVISIONAL MEETINGS

Friday Morning, October 24

The division of High Schools and Colleges and the division of Elementary and Rural Schools, will meet at 10:00 A. M. on Friday.

FOURTH GENERAL SESSION

Friday, October 24, 1:30 P. M.

Memorial Hall Auditorium, 212 W. 8th
Second Vice-President Jessie Elliff, Presiding
Music, South Junior High School Orchestra, Jerrold K. Perkins, Director.
Invocation, Rev. Gordon S. Pritchett, Byers Avenue Methodist Church, Joplin.
Short Subject, "Driver Education in High Schools," C. E. Brisley, State Highway Department, Jefferson City, Missouri.
Address, "Thoroughbreds," Dr. Kenneth McFarland, Supt. of Schools, Coffeyville, Kansas.

FIFTH GENERAL SESSION

Friday, October 24, 7:30 P. M.

Memorial Hall Auditorium, 212 W. 8th

President, R. W. Anderson, Presiding

Music, North Junior High School Orchestra,
Raymond A. Moses, Director.

Invocation, Rev. E. W. Love, Bethany Presbyterian Church, Joplin.

Address, "Education of Free Men and American Democracy," Dr. William E. Drake, Associate Professor of Education, University of Missouri.

Address, "What Do You Know?," James E. Gheen, Inspirational and Humorous Speaker, New York City.

Introduction of Next Year's Officers.

ENTERTAINMENT

A reception will be held for all visiting teachers from 4:00 P. M. to 5:00 P. M., Thursday, October 23, on the Connor Hotel Roof.

After the Third General Session on Thursday evening, October 23, the Jasper County Teachers and the Joplin Chamber of Commerce will be host to all members of the Association with a unique program of entertainment, consisting of a grand ball held in the arena of the auditorium of Memorial Hall and

a scenic pageant entitled "In the Shadow of Liberty," enacted simultaneously with the dance. This program, of a dual scheme, is designed to entertain both those who wish to dance and those preferring other entertainment.

A. C. E. LUNCHEON

Association of Childhood Education Luncheon, 12:15 P. M., Thursday, October 23, Woman's Club, A and Jackson Streets. Price per plate, 60 cents.

KAPPA DELTA PI BREAKFAST

Kappa Delta Pi Breakfast, 7:45 A. M., Friday, October 24, Roberts' Cafeteria, 523 Joplin Street. Price per plate, 50 cents.

DELTA KAPPA GAMMA BIRTHDAY LUNCHEON

Delta Kappa Gamma Birthday Luncheon, 12:30 P. M., October 25, Woman's Club, A and Jackson Streets. Price per plate, 60 cents.

DEPARTMENT OF TRADES AND INDUSTRIES LUNCHEON

The members of the Department of Trades and Industries will hold a luncheon at the Club Room, Keystone Hotel, 4th and Main, on Thursday, October 23, at 12:30 P. M.

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ITEMS OF INTEREST



APPOINTMENTS

W. S. Bennett, Superintendent at Marceline, has been named to the staff of the State Department of Education.

W. E. Chapman, Principal, Marceline high school, succeeds Mr. Bennett as superintendent of schools.

Paul Stephens is the new superintendent at Brownington.

Edward A. Neal has been elected superintendent of the Napton public schools.

Deane H. Ball was named as the new superintendent at Ewing.

Harvey Tucker, superintendent Charity schools, was elected superintendent at Goodson.

Byron Rea was named by the Charity school board to succeed Mr. Tucker.

Lester E. Ite has been elected superintendent of the Renick schools.

E. M. Bosye is the new head of the Watson schools.

Wray D. Silvey, principal for the past five years of the Gravois Mills elementary school, has been elected superintendent at Brumley.

H. H. Rosser has been elected superintendent of the Daleview schools.

Julius Helm, superintendent Halltown public schools for the last four years, was named superintendent at Mountain View.

Harold Netherton, superintendent Martins-town, has been elected to a similar position at Lucerne.

Ralph E. Hamilton, superintendent of the Competition schools, was elected superintendent of the Rogersville public schools.

P. A. Carleton was named by the board of education as the superintendent at Latour. Mr. Carleton had served the Kingsville schools for the past nine years.



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A. A. Miller goes to Humphreys as superintendent of schools.

H. R. McCall, superintendent of the Chillothe public schools, has been named to a post in the laboratory schools at the University of Missouri.

H. H. Schaperkotter, superintendent Rochepport, has been elected to a similar position at Concordia.

Glenn Featherston, director division of research, statistics and information, State Department of Education has been appointed assistant state superintendent of schools.

MARCH TO SCHOOLS

The United States Office of Education estimates that 31,566,000 persons are enrolled in the 1941 educational army. High school enrollment will reach approximately 7,334,000 during the present school year. Elementary school enrollment is still on the decline in spite of the fact that the birth rate in some states is going up again. Last year there were approximately 20,917,000 children in the elementary schools. The number this year is not expected to exceed 20,207,000.

DISCUSS DEFENSE PROGRAM FOR SCHOOLS

An eight-point program for guiding the work of public schools in the present emergency was outlined at a meeting in Jefferson City on September 10.

The meeting called by Lloyd W. King, Superintendent of Schools, was attended by city and county superintendents from many parts of the state.

In addition to several state officials and others appearing on the program many members of the State Department of Education presented different phases of the eight-point program. This program is outlined in the recent publication of the State Department entitled "Missouri Schools and National Defense."

FOR THE DEFENSE

During the year ending last June 30, the schools of the nation trained one and a quarter million workers for defense industries. These workers were prepared for seven hundred occupations, employed in fourteen kinds of manufacturing related to war needs. This large number of trainees was in addition to the number turned out in normal times. It was twenty times the 61,000 workers trained in seventeen months for similar occupation in World War I.

THE THREE R'S AND THE WAR

Seventy-six per cent of the Negro selectees and 11% of the white selectees in a large training camp near the nation's capital are reported for all practical purposes illiterate. These men were drawn before the National Selective Service officials ordered local boards

to give deferred classification to men who had not achieved reading ability at the fourth grade level. In the application of this order as high as 18% of the men whose names have been drawn for service in some areas are found to be illiterate.

BOOM TOWNS OF THE '40'S

New concentrations of population resulting from rapid expansion of defense industries and from the over-crowding of towns near military camps have given the schools of many communities new and pressing problems. Congress has appropriated \$150,000,000 under the Community Facilities Act for new community needs including schools near all new defense projects. Funds will be allotted for educational facilities by the Federal Works Agency on recommendation of the United States Office of Education.

EDUCATING THE ALIEN

The census of aliens made last winter enumerated approximately five million unnaturalized persons. The sum of \$14,000,000 has been set aside for offering them citizenship training. The project is jointly sponsored by the WPA and the Department of Justice with the cooperation of the United States Office of Education. The work will be carried out by the National Citizenship Education Program headed by Dean William F. Russell, Teachers College, Columbia University. Frank Cyr of the same institution is his associate.

DEFENSE FOR DEMOCRACY

Donald DuShane, past president of the National Education Association, former Superintendent of Schools, Columbus, Indiana, arrived at NEA headquarters September 10, to assume his duties as Secretary of the Commission for the Defense of Democracy through Education.

SOCIAL STUDIES TEACHERS WILL MEET IN INDIANAPOLIS

Social studies teachers will meet this year at Indianapolis. The three-day convention will begin on Thanksgiving Day, November 20.

Supplementing the usual program of addresses, panel discussions, and visual-aids demonstrations, there will be two novel features this year: (1) seventeen simultaneous seminar study groups on practical classroom problems in teaching the social studies; and (2) a symposium on citizenship education sponsored jointly by the National Council and the National Foundation for Education in American Citizenship.

David Cushman Coyle, author of *America* and numerous other widely read books, will address a general session on the subject of strengthening national morale. Paul Hanna, Ralph Tyler, Fremont P. Wirth, Edgar B. Wesley, and Erling M. Hunt are among the other speakers. Attention will also be focused on the presentation and appraisal of the newly published Twelfth Yearbook of the Council, *The Social Studies in the Elementary School*.

DR. MABEL CARNEY HEADS DISCUSSION GROUP

A series of conferences have been held this summer by Northeast Missouri County Superintendents on the Kirksville State Teachers College Campus. These conferences were under the direct supervision of Dr. W. H. Ryle, President of Kirksville State Teachers College, Miss Sallie Pattinson, Instructor Rural Education, Kirksville State Teachers College, assisted by Viola Brandt, Field Course Instructor in Rural Education.

The group was quite fortunate to have two nationally prominent people with them for the first meeting. Dr. Mabel Carney, Professor of Rural Education, Teachers College, Columbia University, New York, discussed what is new in Rural Education and what other educational institutions are doing to better prepare rural teachers for their job.

Dr. M. L. Smith, Central Teachers College, Mt. Pleasant, Michigan also attended the first conference and spent a week on the campus assisting the County Superintendents with their problems and discussing further, new ideas in rural education.

The purposes of the conferences were to discuss the standards of a good rural school, weaknesses found in the rural teacher's training course, what is being done in other teacher training institutions for the rural teachers training, to study carefully courses which are offered in Kirksville State Teachers College to train rural teachers and finally to draw up a list of recommendations for the improvement of our Rural Teachers Training Course.

These recommendations to be handed to Dr. W. H. Ryle, and the curriculum committee. Mr. Marion Schott, County Superintendent of Adair County, acted as chairman and Miss Mary Graves, County Superintendent of Macon County, as secretary.

Other County Superintendents who attended and made worthwhile contributions were: J. C. Lynch, Chariton County; Omer Foley, Howard County; Mrs. Merle Bradshaw, Lewis County; Mrs. Mary Acuff, Monroe County; Steve Cornish, Pike County; A. B. Shelton, Putman County, and George Haden, Ralls County.

MISSOURI ASSOCIATION OF MENTAL HYGIENE MEETS IN COLUMBIA, OCTOBER 11

Teachers from the kindergarten to college are interested in the intricacies aiding their students to adjust emotionally. The Missouri Association of Mental Hygiene, cognizant of this interest on the part of students, has taken as the theme of their annual meeting "The Community Looks At the Unadjusted Child." Dr. Chester C. Bennett of the College of Education of the University of Missouri will act as chairman of this meeting. The program includes these discussions: "Through the Eyes of the Teacher," Miss Adeline Riefeling, St. Louis Public Schools; "Through the Eyes of the Visiting Teacher," Miss Roberta Tarpley, Webster Groves Schools; "Through the Eyes

of the Child Welfare Worker," Miss Mary Lois Pyles, Director of State Child Welfare Services, Social Security Commission, Jefferson City, Missouri; "Through the Eyes of the Psychiatrist," Dr. Samuel R. Warson, Washington University Medical School; Overview and Discussion by the Chairman, Dr. Chester C. Bennett, Professor of Education, University of Missouri.

Of special interest are the two dinner lectures; one by a psychiatrist, G. Leonard Harrington on the topic "How Do People Get Unadjusted?"; the other by Dr. E. F. Hoctor, Director of the State Hospital, Farmington, Missouri. Teachers should find this a very profitable Saturday. They are invited to attend and participate in these discussions.

Books Received

LIFE SCIENCE, by George W. Hunter. Pages 776 plus 125. Published by American Book Company. Price \$2.08.

This social biology has many illustrations and a pleasing format. The subject matter has been written in order to relate directly to the everyday life of the learner. The approach to the study of life science is made through problems. There is a thirteen-page glossary of important terms.

THE MEANING OF DEMOCRACY, by William F. Russell and Thomas H. Briggs. Pages 413. Published by The Macmillan Company. Price \$1.48.

Written for the ninth grade level, this book is organized in three large parts. Part One presents a study of the development and meaning of democracy. Part Two offers statements showing what democracy means today. The third part is devoted to special readings in democracy.

These two well-known authors present in a vivid style the many principles of the democratic way of life.

THORNDIKE-CENTURY SENIOR DICTIONARY, by Edward L. Thorndike. Pages 1104. Published by Scott, Foresman and Company. Price \$2.48.

Containing 63,000 entries, 2,300 pictures and 19,000 illustrative sentences and phrases this dictionary has been built for the people who are to use it. It is written for students in grades 7-12.

CONSERVATION OF THE NATION'S RESOURCES, by Harry E. Flynn and Floyd E. Perkins. Pages 385. Published by The Macmillan Company. Price \$1.60.

The authors have set forth the fundamentals of conservation believing that youth should know these in connection with correct social attitudes. The materials of the book stress the viewpoint that the primary purpose of conserving natural resources is to have them available for use so that people may live happier, richer, and more wholesome lives.

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LIFE IN EARLY AMERICA, by Mary G.
Kely. Pages 414. Published by Ginn and
Company. Price \$1.00.

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through stories a broad picture of American
life and institutions as they have developed
through the years. The book covers the period
from Marco Polo through 1812.

LATIN FOR AMERICANS, First Book, by
B. L. Ullman and Norman E. Henry. Pages
421 plus xxxi. Published by The Macmillan
Company. Price \$1.68.

HOME ROOM GUIDANCE PROGRAMS
for the Junior High School Years, by Mary
E. Ford Detjen and Ervin W. Detjen. Pages
509 plus xvi. Published by Houghton-Mif-
flin Company. Price \$1.90.

BASIC GEOMETRY, by George David Birk-
hoff and Ralph Beatley. Pages 294. Pub-
lished by Scott, Foresman and Company.
Price \$1.32.

DUTIES OF SCHOOL PRINCIPALS, by
Paul B. Jacobson and William C. Reaves.
Pages 812 plus xxiv. Published by Prentice-
Hall, Inc. Price \$3.50.

SENIOR PRACTICAL MATHEMATICS,
by N. J. Lennes. Pages 584 plus xiii. Pub-
lished by The Macmillan Company. Price
\$1.80.

IT'S FUN TO MAKE THINGS, by Martha
Parkhill and Dorothy Spaeth. Pages 176
plus xii. Published by A. S. Barnes and Com-
pany. Price \$2.00.

HISTORY OF LATIN AMERICA, by Hut-
ton Webster. Third Edition Revised and
Augmented by Roland Dennis Hussey. Pages
362 plus x. Published by D. C. Heath &
Company. Price \$1.64.

FRIENDS AND NEIGHBORS, by William
S. Gray and May Hill Arbuthnot. Pages
240. Published by Scott, Foresman and Com-
pany. Price 84c.

MODERN TREND GEOMETRY, by Wil-
liam W. Strader and Lawrence D. Rhoads.
Pages 444 plus xi. Published by The John
C. Winston Company.

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plus viii. Published by The Macmillan Com-
pany. Price \$1.48.

**YOUR GOVERNMENT TODAY AND TO-
MORROW**, by L. J. O'Rourke. Pages 709
plus xix. Published by D. C. Heath and
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Pages 384. Published by Row, Peterson &
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INDEX TO ADVERTISERS

Affiliated Greyhound Lines.....	275
Artcraft Press	320
Bristol-Myers Company	273
Coca-Cola	274
Group Insurance	Second Cover
Household Finance Corporation	277
Kansas City Power & Light Company.....	278
Missouri Mutual Credit League.....	275
Natl. Assn. of Chewing Gum Mfgs.....	317
Pupils Reading Circle	Fourth Cover
Ranken School of Mechanical Trades.....	320
Short Term Business School.....	320
Southwestern Bell Telephone Company.....	316
Specialists Educational Bureau	320

Directory of Missouri State Teachers Association

Headquarters—Missouri Teachers Bldg., Columbia, Mo.

Committee on Professional Standards and Ethics

Miss Dorothy Quarles, Chairman, Cape Girardeau, High School; C. W. McConnell, Ozark, Superintendent of Schools; Davis Acuff, Clarence, Superintendent of Schools.

Committee on Teachers Salaries and Term of Office

R. R. Brislin, Chairman, St. Louis, McKinley High School; Oscar Carter, Marshfield, County Superintendent of Schools; Miss Mary Flahive, Kansas City, Hale H. Cook School.

Reading Circle Board

Miss Mable Moberly, Springfield, State Teachers College; T. G. Douglass, Kennett, County Superintendent of Schools; Gordon Renfrow, Boonville, County Superintendent of Schools; Members Ex-Officio: President R. M. Inbody, St. Louis and Lloyd W. King, Jefferson City, Superintendent of Public Schools.

Committee on Source of School Revenue

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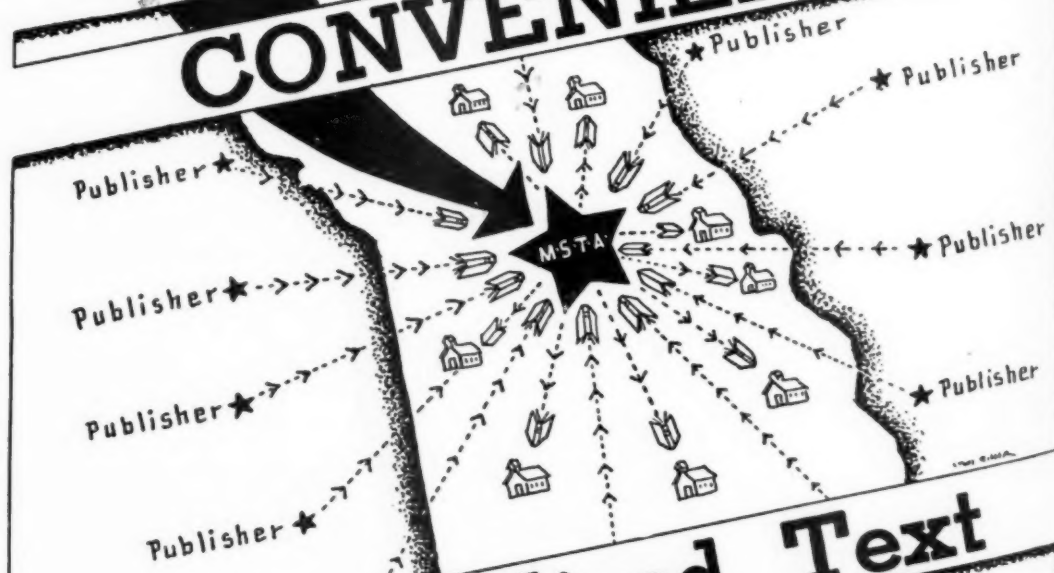
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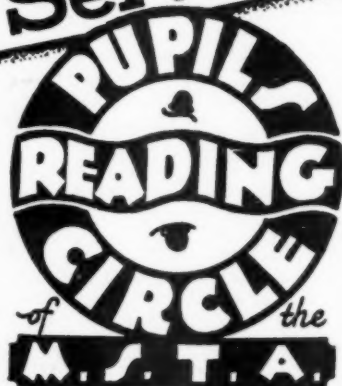
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